Personal Interest Project (PIP) – teacher guide

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###

# Personal Interest Project – three phases

This guide is designed to support teachers planning and implementing the Personal Interest Project (PIP) Stage 6 Society and Culture. The sequence demonstrates the IGASAR inquiry research model in three phases to guide teacher programming. IGASAR inquiry research model consists of a six phase learning process, initiate, gather, analyse, synthesise, apply and reflect. Teachers can use IGASAR inquiry research model to build opportunities for students to identify, practice and evaluate social and cultural research.

The guide is divided into three phases:

* phase one: ask
* phase two: do
* phase three: act.

## The individual research project – PIP

The Personal Interest Project (PIP), is an individual research project worth 40% of the HSC examination mark.

The PIP requires students to choose a research topic relating to the course, develop and apply appropriate research methods and submit a completed project.

Students may begin the PIP at the beginning of the HSC course.

Compressed mode of study requires students to commence the PIP in Term 2 when students start HSC content.

## Outcomes

A student:

* **H1** evaluates and effectively applies social and cultural concepts
* **H4** assesses the interaction of personal experience and public knowledge in the development of social and cultural literacy
* **H5** analyses continuity and change and their influence on personal and social futures
* **H6** evaluates social and cultural research methods for appropriateness to specific research tasks
* **H7** selects, organises, synthesises and analyses information from a variety of sources for usefulness, validity and bias
* **H8** uses planning and review strategies to conduct ethical social and cultural research that is appropriate for tasks ranging from the simple to the complex
* **H9** applies complex course language and concepts appropriate for a range of audiences and contexts
* **H10** communicates complex information, ideas and issues using appropriate written, oral and graphic forms

Outcomes referred to in this document are from [Society and Culture Stage 6 Syllabus](https://educationstandards.nsw.edu.au/wps/portal/nesa/11-12/stage-6-learning-areas/hsie/society-culture) © NSW Education Standards Authority (NESA) for and on behalf of the Crown in right of the State of New South Wales, 2013.

# IGASAR inquiry research model

IGASAR is an acronym for Initiate, Gather, Analyse, Synthesise, Application, Reflection.

* Initiate:
	+ define the purpose of the investigation and pose questions about the investigation
	+ develop research plan.
* Gather:
	+ select relevant sources of information
	+ implement primary and secondary research methods.
* Analyse:
	+ organise and analyse acquired information
	+ identify common themes and find connection between data
	+ draw relationships between findings and identify different viewpoints.
* Synthesise:
	+ consolidate all information to create a response to questions posed
	+ identify trends and/or differences.
* Apply:
	+ interpret the meaning of information acquired
	+ identify implications of findings and make final informed judgements.
* Reflect:
	+ reflect on learning and research process.

The IGASAR [inquiry learning in HSIE](https://inquirylearninginhsie.weebly.com/inquiry-learning-in-hsie.html) model referred to in this document is from the Board of Studies HSIE K-6 Syllabus 1998 © NSW Board of Studies, 1998 (page 12).

# Phase one – ask

This phase is designed to support teachers through the initial phase of the research process.

Objectives:

* identify key features of the PIP
* identify key features of the PIP marking guidelines
* support students in developing a research topic
* support students in developing a research plan.

## PIP requirements

The PIP enables students to demonstrate the development of their interests, research skills and personal experiences concerning the interactions between persons, societies, cultures and environments across time. Refer to [Society and Culture Stage 6 Syllabus 2013](https://educationstandards.nsw.edu.au/wps/portal/nesa/11-12/stage-6-learning-areas/hsie/society-culture) (PDF 674KB) for more details on assessment and reporting.

* The PIP must:
	+ be a topic of the student’s own choice
	+ be related to the course
	+ develop appropriate methods
	+ include a cross-cultural perspective
	+ address continuity and/or change.
* The PIP has a set structure including:
	+ introduction - no more than 500 words
	+ log - no more than 500 words
	+ central material of the PIP - between 2500 and 4000 words
	+ conclusion - no more than 500 words
	+ annotated resource list - no word limit.

### Suggested teaching activities

* Watch [HSC Society and Culture: What was the highlight of the subject?](https://www.youtube.com/watch?v=Dwj0WXzlXP8&t=0s&list=PLn5noaI57lX5e-L8qAePy8ffUVPofZT81&index=6) (duration 1:16). Discuss benefits of conducting the PIP.
* Identify and discuss the requirements of the PIP.
* Identify and discuss the set structure of the PIP.

## NESA marking guidelines

NESA have a set marking criteria for the PIP. Refer to the society and culture syllabus for more details on assessing and reporting for Stage 6 society and culture.

### Suggested teaching activities

Identify and discuss with students the PIP marking guidelines, including:

* evidence of achievement of the course outcomes related to the PIP
* the clarity of the topic, purposes and procedures of the PIP
* a demonstrated understanding and application of the concepts of the course
* the appropriate use of research methods essential to the course
* the accuracy and relevance of the subject matter for the purposes of the PIP
* demonstrated knowledge and understanding of viewpoints different from the immediate culture of the student
* demonstration of how continuity and/or change have been addressed
* integration in a coherent structure of various aspects of the course
* conclusions that proceed from the stated introduction and arguments presented in the PIP
* evidence that personal experience is related to public knowledge
* effective communication of the student’s ideas to a wider audience
* evidence of originality of design, analysis and execution
* evidence of social and cultural literacy.

## Cross-cultural content

Students are expected to demonstrate knowledge and understanding of viewpoints different from that of the immediate culture of the student in terms of, for example, socioeconomic group, gender, ethnicity or location.

The cross-cultural content must be embedded through all sections of the PIP.

### Suggested teaching activities

Revisit student knowledge and understanding of cross-cultural content by:

* completing a [Think-pair-share](https://app.education.nsw.gov.au/digital-learning-selector/LearningActivity/Card/645) to review understanding of cross-cultural content.
* accessing [Society and Culture Personal Interest Project (PIP) Advice](https://educationstandards.nsw.edu.au/wps/portal/nesa/11-12/stage-6-learning-areas/hsie/society-culture/personal-interest-project/%21ut/p/z1/lZLRboIwFIafhkvoKWCB3VUyUdnGNKKuNwsigyZCWVuWbE8_ortxcUzP3Wm-7296ehBDW8Sa7IOXmeaiyQ59_8LIqzubAjhgP0DgT4CuV_ETdcGmY4I2R8CmmOCpi2Pf8zHQFcHJfTAGmHmI3eTDyXfdeDQBHHnujX4SHf0EE3vu2Uk6us6HP4rCdf4AwIbjN4idX5GMFiHQZRQsqL12_ND5DYDnUaDzNCBhPHUWj-QHGPqDc-DCkM-BC1P87x1zxMqD2J1WhjY7xy8Rk8VbIQtpdbI_rrRu1Z0BBijR6aqQTS6FUtZ7x7_Mg-am-tybrRR7izdKyy7XnSysXNQGXMqshNJoe2MUauu0ry3wGX-uN776Bkwg9RY%21/#cross-cultural) and considering whether previous responses developed in the think-pair-share activity are aligned to NESA advice for appropriate cross-cultural perspectives.

## Knowledge of continuity and or change

It is a requirement of the PIP that continuity and or change is addressed throughout. It is common to address this requirement through a generational study or contextualising past, present and future. Refer to the society and culture syllabus and [Society and Culture Personal Interest Project (PIP) Advice](https://educationstandards.nsw.edu.au/wps/portal/nesa/11-12/stage-6-learning-areas/hsie/society-culture/personal-interest-project/%21ut/p/z1/lZLRboIwFIafhkvoKWCB3VUyUdnGNKKuNwsigyZCWVuWbE8_ortxcUzP3Wm-7296ehBDW8Sa7IOXmeaiyQ59_8LIqzubAjhgP0DgT4CuV_ETdcGmY4I2R8CmmOCpi2Pf8zHQFcHJfTAGmHmI3eTDyXfdeDQBHHnujX4SHf0EE3vu2Uk6us6HP4rCdf4AwIbjN4idX5GMFiHQZRQsqL12_ND5DYDnUaDzNCBhPHUWj-QHGPqDc-DCkM-BC1P87x1zxMqD2J1WhjY7xy8Rk8VbIQtpdbI_rrRu1Z0BBijR6aqQTS6FUtZ7x7_Mg-am-tybrRR7izdKyy7XnSysXNQGXMqshNJoe2MUauu0ry3wGX-uN776Bkwg9RY%21/#cross-cultural) for more details and advice on PIP requirements.

### Suggested teaching activities

Revisit student knowledge and understanding of continuity and/or change by:

* identifying and discussing the ways continuity and/or change can be addressed in the PIP
* Refer to [State Library extracts of award winning Personal Interest Projects (PIPs)](https://www.sl.nsw.gov.au/learning/schools-and-teachers/hsc-society-and-culture) for exemplar PIP topics.

## Supporting PIP topic choice

The choice of PIP topic is very important for the student to consider carefully. As a teacher, you should provide tools for developing topic areas.

### Suggested teaching activities

Develop PIP topics by:

* 101 topic ideas:
	+ divide class into groups (maximum 4 per group)
	+ provide each group with textas or coloured pens and sticky notes
	+ instruct that a timer will be set for three minutes
	+ the group then proceeds to throw down sticky notes with topic ideas on them
	+ at the conclusion discuss topic ideas presented by identifying strengths and weaknesses of suggested topics.
* groups completing a [concept map](https://app.education.nsw.gov.au/digital-learning-selector/LearningActivity/Card/577?clearCache=667d6569-829c-65a2-be29-e2dfd63d24c0) for one topic presented in previous exercise
* completing a [peer feedback](https://app.education.nsw.gov.au/digital-learning-selector/LearningActivity/Card/549) activity where students are provided with NESA marking guidelines. Students then rotate around each completed concept map and evaluate it for PIP topic appropriateness
* repeating the above process to formulate their individual PIP topic
* formulating hypothesis or focus questions using [question formulation technique](https://app.education.nsw.gov.au/digital-learning-selector/LearningActivity/Card/568) by changing statements in the media into questions
* completing a PIP proposal and submitting it for teacher approval. To access a sample PIP proposal refer to society and culture syllabus.

## Resource list and annotations

All resources used in the PIP should be included in the resource list and be accompanied by an annotation. Resource list include both primary and secondary sources. The Harvard (in-text citations) or Oxford (footnoting) methods are recommended as they are widely used and taught to students doing the PIP. Refer to [State Library extracts of award winning Personal Interest Projects (PIPs)](https://www.sl.nsw.gov.au/learning/schools-and-teachers/hsc-society-and-culture) for exemplar PIPs.

### Suggested teaching activities

Develop student understanding of resource list requirements by:

* identifying and discussing the characteristics of a PIP resource list and annotations.

Refer to [State Library extracts of award winning Personal Interest Projects (PIPs)](https://www.sl.nsw.gov.au/learning/schools-and-teachers/hsc-society-and-culture) for exemplar PIPs.

* identifying and demonstrating the two main in-text referencing styles [Harvard Referencing Sample Reference List](https://libraryguides.vu.edu.au/harvard/sample-reference-list):
	+ Harvard
	+ Oxford.
* visiting [State Library extracts of award winning Personal Interest Projects (PIPs)](https://www.sl.nsw.gov.au/learning/schools-and-teachers/hsc-society-and-culture).
* completing a [Peer Discussion and Conferencing](https://app.education.nsw.gov.au/digital-learning-selector/LearningActivity/Card/547) exercise, discussing:
	+ what are the benefits of using Harvard referencing style?
	+ what are the benefits of using Oxford referencing style?
* providing students with [Appendix 1 - annotations template](#_Appendix_1:_Resource) and reviewing the usefulness of the template.

## Developing research plan

The process of research is outlined in detail in the society and culture syllabus.

### Suggested teaching activities

Develop student understanding of the research process by:

* identifying and discussing the process of research. Access detailed description for research process refer to the society and culture syllabus.
* completing a PIP record of progress to date – refer to the society and culture syllabus for a sample personal interest project timeline and record of progress.

# Phase two – do

This phase is designed to support teachers through the gathering, analysis and synthesis phases of the research process. Suggested teaching activities are designed to instruct and support the process.

Objectives:

* identify appropriate research methods
* support the development of research methods
* support the implementation of primary and secondary research
* support the analysis and synthesis of research findings.

## Choosing research methods

The Stage 6 society and culture syllabus does not state a set number of research methods for the PIP. Appropriate choice of qualitative and quantitative primary research will be assessed in HSC marking.

The number of primary research methods chosen will be governed by the student’s topic choice.

The full list of research methods are provided in the society and culture syllabus. Access more detailed advice from Assessment and Examination Materials, Assessment and Reporting for Society and Culture Stage 6 on the syllabus website.

### Suggested teaching activities

Develop student understanding of appropriate research method choice by:

* completing a [Think-pair-share](https://app.education.nsw.gov.au/digital-learning-selector/LearningActivity/Card/645) to review the different social and cultural research methods that can be used in the PIP
* identifying and discussing strengths and weaknesses of identified research methods. Complete a table to illustrate discussion
* completing a [KWLH](https://app.education.nsw.gov.au/digital-learning-selector/LearningActivity/Card/562) chart identifying three potential research methods, relating to the chosen PIP topic
* updating PIP record of progress. Refer to society and culture syllabus for a link to example of sample PIP timeline and record of progress.

### Constructing primary research methods

**Teacher note -** The [Digital Learning Selector](https://app.education.nsw.gov.au/digital-learning-selector/LearningActivity/Browser?cache_id=e9e90) has many suggested learning tools that will support the development and construction of primary research.

There are many different platforms teachers can provide for students constructing primary research. Following are a list of suggested tools and training that would support this aspect of the PIP:

* [Google Forms](https://app.education.nsw.gov.au/digital-learning-selector/LearningTool/Card/89) - useful in constructing questionnaires, interview questions, focus group questions, surveys. There are many benefits to using google forms to construct primary research methods including automatic saving, sharable links and automatic compiling into graphical form research results.
* [Microsoft Forms](https://app.education.nsw.gov.au/digital-learning-selector/LearningTool/Card/108) - useful in constructing questionnaires, interview questions, focus group questions and surveys. Provides sharable links.
* [Zoom web conferencing](https://app.education.nsw.gov.au/digital-learning-selector/LearningTool/Card/603) - useful when conducting interviews and/or focus groups in remote learning circumstances.

### Suggested teaching activities

* Develop student understanding of research platforms by asking students to complete a [jigsaw](https://app.education.nsw.gov.au/digital-learning-selector/LearningActivity/Card/546) mini research project.
* Provide each group with a social and cultural research topic, focus question or hypothesis and research method they have to implement. Each group must have a different research method to apply as they will share their tool and strategy. Using the learning tools presented above, students develop and distribute their research method. At the conclusion groups explain the tool they used, advice they can give their peers and the benefit of the selected research tool (this task should take no longer than 120 minutes).

## Conducting secondary research

Students are required to conduct secondary research that validates and supports the findings of their primary research. All secondary research needs to be referenced accurately in text and in the resource list. The [Harvard referencing sample reference list](https://libraryguides.vu.edu.au/harvard/sample-reference-list) is an example of the way this may be set out by students. The most common ways to evidence secondary research is via content analysis and statistical analysis.

**Teacher note –** definitions for content analysis and statistical analysis referred to in this document are from [Society and Culture Stage 6 Syllabus](https://educationstandards.nsw.edu.au/wps/portal/nesa/11-12/stage-6-learning-areas/hsie/society-culture) © NSW Education Standards Authority (NESA) for and on behalf of the Crown in right of the State of New South Wales, 2013

**Content analysis** – used to investigate and interpret the content of the mass media and historical documents in order to discover how particular issues are (or were) presented. At its most basic, content analysis is a statistical exercise that involves counting, categorising and interpreting words and images from documents, film, art, music and other cultural products and media in relation to an aspect or quality of social life.

**Statistical analysis** – examining data to interpret meaning, make generalisations and extrapolate trends. Often the data is in graphical form.

### Suggested teaching activities

Develop student understanding of secondary research strategies by:

* Modelling for student key word searching on the internet [using key words](https://app.education.nsw.gov.au/digital-learning-selector/LearningActivity/Browser?cache_id=e9e90). Revisiting key word search will teach students appropriate internet research strategies, including how to access academic or reliable sources.
* Modelling paraphrasing and summarising strategies:
	+ [hot seat](https://app.education.nsw.gov.au/digital-learning-selector/LearningActivity/Browser?cache_id=2319e): students select one online or journal article. Peers ask questions about the piece selected. At the conclusion students write a brief reflection outlining key points they shared (note: this strategy is also useful when creating annotations in the resource list).
	+ [dictagloss](https://www.education.vic.gov.au/school/teachers/teachingresources/discipline/english/literacy/speakinglistening/Pages/exampledictogloss.aspx) – students choose one online or journal article. A peer reads out loud key sections of the source once. Student makes notes of key terms or phrases. Student formulates a paragraph summarising what was read (note: this strategy is also useful when creating annotations in the resource list).

## General advice for compiling primary data

* Interviews:
	+ students are required to seek permission from the interviewee to record and transcribe interviews
	+ all interviews need to be transcribed and it is suggested copies of the transcript are located in an appendices
	+ no names or identification should appear anywhere in the PIP. Refer to participants as ‘interviewee 1’ or ‘interviewee A’
	+ information obtained from interviews must be referenced in the resource list
	+ students should use interviews to obtain more detailed information from an expert in the field of study. Paraphrasing and direct quotes from interviews are acceptable.
* Focus groups:
	+ students are required to seek permission from participants to record and transcribe the focus group discussions
	+ six to eight participants
	+ all focus groups should be recorded and if possible transcribed. Transcripts are located as an appendix
	+ information obtained from a focus group must be referenced in the resource list
	+ students should use focus groups to obtain more detailed information from a group of persons from cross-cultural perspectives. Paraphrasing and direct quotes from interviews are acceptable.
* Questionnaires and surveys:
	+ questionnaire and survey questions and responses should be included as an appendix
	+ graphical data from questionnaires and surveys can be presented in the central material. All graphical data presented must be referred to in the content.

## Organising research findings

There are multiple ways students can organise research findings. Following are some suggested tools to support this process:

* [Frayer diagram](https://app.education.nsw.gov.au/digital-learning-selector/LearningActivity/Card/553) – identify key themes and outline essential characteristics of each theme. A useful tool for deciding/clarifying chapter headings in the PIP.
* [Affinity diagram](https://app.education.nsw.gov.au/digital-learning-selector/LearningActivity/Card/576) – categorise key themes in research findings. Organise large numbers of ideas into themes. A useful tool for clarifying chapter headings in the PIP.
* [Concept mapping](https://app.education.nsw.gov.au/digital-learning-selector/LearningActivity/Card/577) – develop a visual representation of relationships between ideas. A useful tool for planning chapters in the PIP.

### Suggested teaching activities

Develop student written organisational skills by:

* having students choose either the [Frayer diagram](https://app.education.nsw.gov.au/digital-learning-selector/LearningActivity/Card/553) or the [Affinity diagram](https://app.education.nsw.gov.au/digital-learning-selector/LearningActivity/Card/576) and completing it for their PIP topic.
* sharing the previous learning task with a peer using [peer feedback](https://app.education.nsw.gov.au/digital-learning-selector/LearningActivity/Card/549). Discuss the reasoning behind the choice of major headings included in the diagram which will reflect the chapter headings in the PIP.
* updating PIP record of progress. Refer to society and culture syllabus for sample PIP timeline and record of progress.

# Phase three – act

This phase is designed to support teachers through the application and reflection phases of the research process. Suggested learning tasks are designed to instruct and support the process.

Objectives:

* identify appropriate writing context
* support the development of word processing skills
* support the construction of a written piece of work
* support the reflection of research findings.

## General advice for writing PIPs

As previously outlined in Phase One, there are structural guidelines for the PIP that must be followed. These include:

* **Introduction –** no more than 500 words. The introduction outlines what the topic is about and why the student chose that inquiry.
* **Log** – no more than 500 words. The log reflects the research journey a student has taken.
* **Central material** – between 2500 and 4000 words. The central material is the main body of the PIP. Students use this section to weave cross-cultural comparisons and chosen continuity and or change perspectives into their work. Graphs and illustrations can be included in the central material. The central material can be divided into several chapters relevant to the topic chosen.
* **Conclusion** – no more than 500 words. The conclusion is an explanation of what has been learnt as a consequence of the investigation.
* **Resource list** – no word limit. Include annotations in this section. Refer to [Appendix 1](#_Appendix_1:_Resource) resource list and annotations template for a scaffold.

### Suggested teaching activities

Revisit student knowledge and understanding of PIP structure by:

* identifying and discussing the sections of the PIP
* distributing and discussing [Appendix 2 - sections of the PIP template](#_Appendix_2:_Sections)
* discussing the benefit of peer reviews. Have students decide on a peer to act as a peer reviewer
* setting up check-in times with each student to review each section of the PIP.

## General advice for word processing

There are many different technological tools available to create a final PIP.

Encourage students to save the PIP in multiple locations and utilise online storage. There are no special circumstances applicable if a PIP is lost.

[Google drive](https://app.education.nsw.gov.au/digital-learning-selector/LearningTool/Card/75) and [Microsoft OneDrive](https://app.education.nsw.gov.au/digital-learning-selector/LearningTool/Card/109) are useful online storage locations. They allow for remote collaboration and sharing.

The professional learning module [Teaching with Office 2016](https://myplsso.education.nsw.gov.au/mylearning/catalogue/index?menu=Home#/detail?page=1&pageSize=10&openSessionsOnly=false&search=Teaching%20with%20Office%202016&details=%2Fmylearning%2Fcatalogue%2Fdetails%2Faaf87672-2d94-e611-80c2-0003ff85fb1c) in MyPL will support a teachers’ understanding of Microsoft Word.

## Reflect on the PIP

It is important to take some time with your students to reflect on the PIP process and individual success.

Reflect with students by:

* Completing a [think pair share](https://app.education.nsw.gov.au/digital-learning-selector/LearningActivity/Card/645?clearCache=63d05096-94ac-8f2-fc78-9096215a96f5) focusing on the following three questions:
	+ What went well?
	+ What would you do differently?
	+ What advice would you give to a student starting their PIP?
* Creating a [learning rubric](https://app.education.nsw.gov.au/digital-learning-selector/LearningActivity/Card/544) allowing students to evaluate their progression in each section of the PIP. Use this to discuss:
	+ Where they are in the learning process.
	+ Information, knowledge, know how or wisdom they have.
* Using [exit tickets](https://app.education.nsw.gov.au/digital-learning-selector/LearningActivity/Card/543) to conclude the lesson and acknowledge what students have achieved.

## Advice for submission

* Instructions for the submission and certification of projects available from [Schools Online](https://bosho.boardofstudies.nsw.edu.au/links/schoolsonline.html).
* Teachers are responsible for submitting electronic copies of completed PIPs to Schools Online.
* A signed student declaration must accompany completed works.
* Teachers are not permitted to edit student PIPs and submission is required in PDF format.
* Teachers need to discuss submission with supervising teachers if they are unaware of the process.
* Teachers can access the PIP due date from [2021 HSC Important Dates for Practical Performance Examinations](https://educationstandards.nsw.edu.au/wps/portal/nesa/11-12/hsc/key-dates-exam-timetables/hsc-important-dates-practical-and-performance-exam) and advice on [Practical and Performance Exams](https://www.educationstandards.nsw.edu.au/wps/portal/nesa/11-12/hsc/rules-and-processes/practical-performance-exams) at NESA.
* There is no special consideration granted by NESA for technology failure on the submission date so it is highly recommended that students always back up their work as they progress through the PIP writing process.

# Appendix 1 – resource list and annotations template

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
| Name of resource | Resource type(Include web links) | Date accessed and where located | Why useful to PIP topic | Annotation  |
|  |  |  |  |  |
|  |  |  |  |  |
|  |  |  |  |  |
|  |  |  |  |  |
|  |  |  |  |  |
|  |  |  |  |  |
|  |  |  |  |  |

Annotation advice:

* What was the author’s main message?
* Was the message of the author valid and reliable?
* Was there anything in the source to suggest bias?
* How is the source relevant to your PIP topic?
* Does the resource alter students’ prior views?
* How do you intend to use the source in your PIP?

# Appendix 2 – sections of the PIP template

|  |  |
| --- | --- |
| Section | Suggested inclusions |
| Introduction | * Define topic and why you chose this topic.
* Either state hypothesis (what you want to prove or disprove) or the main focus question you aim to answer.
* Outline primary research methods and any problems that were overcome (remember the strengths and weaknesses).
* Explain how you intend to address both cross-cultural content and continuity and/or change.
* Justify choice of topic by linking to the Society and Culture Stage 6 Syllabus.
 |
| Log | * Describe why you chose the topic in greater detail.
* Outline choice of methodologies and justify why chosen (remember strengths and weaknesses).
* Describe the early phase, middle and end phase of the research process.
* Identify key challenges you encountered.
 |
| Central Material | * Plan your central material by clarifying four to six topic areas. Make these chapter headings in your PIP.
* Apply and analyse the results of every methodology in every chapter, drawing from the methods comparisons, judgements and evaluation.
 |
| Conclusion | * Explain what you have learnt as a consequence of the inquiry.
* Answer focus question if one was presented or clarify if hypothesis was proven correct. If not correct, why not?
* Evaluate the effectiveness of research methods. How appropriate were the chosen methods?
* Outline anything you would do differently if you were to repeat the process.
* Describe how the inquiry has improved content knowledge and developed social and cultural literacy
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| Resource List | * Harvard or Oxford
* Annotations must be included for all resources
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