Weighting – 20% of yearly mark. ½ marks for theory analysis, ½ for classroom presentation.

Due date – Term 1 Week 10. Week of 3rd April 2017.

Focus: During the Marine and Aquaculture Technology course you have the opportunity to undertake an in-depth study (PIP) of any marine related topic that interests you.

Through the PIP process you learn valuable primary and secondary research skills such as: interview, focus group and questionnaire techniques, as well as expertise in gathering information from books, journals and electronic sources.

On completion, many students experience an exhilarating sense of achievement, not just because a major piece of work is finished, but also because he or she has become an ‘expert’ on the chosen topic. The independent learning skills that you develop will be very useful in the future, especially if you choose to continue your studies at a tertiary level.

Outcomes to be assessed

<table>
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<tr>
<th>Outcomes</th>
<th>A student:</th>
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<tbody>
<tr>
<td>5.5.1</td>
<td>Selects and uses a broad range of contemporary materials, equipment and techniques with confidence in aquaculture and marine settings.</td>
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<tr>
<td>5.7.1</td>
<td>Collects and organizes data by experimenting and accurately reading instruments, signals and charts and communication information</td>
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<tr>
<td>5.7.2</td>
<td>Recalls aspects of the marine environment using relevant conventions, terminology and symbols.</td>
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Planning section

Task - This assignment is to be done individually. Your task is to prepare an in-depth research report, using appropriate methodologies, of a focused topic that is of interest to you within a marine context.

What’s in a PIP?

Your report is to include all the following information:

- **Introduction (100 words)**
  A brief description of what the topic is about and why you chose it.

- **The Log**
  Your logbook will show the sequential development of the project including: research ideas, general notes, information you have collected, etc. It basically tells the story of how you gathered your information.

- **Main Report (1000 words)**
  Containing description and analysis of the research carried out in your investigation of the focus question or hypothesis. May include photos, tables or graphs, but these must be labeled and incorporated into the text through discussion.

- **Conclusion (100 words)**
  What has the student learned from doing the PIP?

- **Classroom Presentation** – presentation to the class.

- **Resource List**
  Must include a correctly written bibliography.

Getting started

1. Think of possible topics for your PIP and develop mind maps to explore possibilities for your focus question or hypothesis.
2. What methodologies might be appropriate to research this topic?
3. What personal contacts might I already have to begin my research?
4. Where could I go to find secondary sources of information?

Ideas for PIP topics can be found if you consider: your family or personal world; a marine issue you already feel strongly about; marine issues arising from films, novels, TV documentaries, magazines, net browsing;
class discussions; inspirational people in your life; involvement in community activities; interests and hobbies; future career ideas.

Once you have settled on a topic, it will need to be refined so that your PIP has a manageable focus. Your teacher can help you achieve this.

Methodologies/Locating information
Appropriate methodologies you could use to research your PIP include: survey, case study, participant, content analysis, focus group, questionnaire, interview, statistical analysis, personal reflection, and secondary research. (More information about each of these methods will be provided). You can search the Elibrary media database for newspaper and journal articles.

When researching you should strive to be ethical, i.e. considerate of people’s privacy; asking permission to use information others have provided; seeking permission if you wish to use interviewees’ names; taking care when researching sensitive issues; and always acknowledging the sources of secondary information.

Organise and Synthesise
Organise your report in the sections written in bold in the ‘Define the Task’ section above.

Evaluate and Reflect
What are the features of a good PIP?
• Well-conveyed passion for the topic
• Clear focus and direction
• Appropriate methodologies (did you choose an appropriate method to collect you information?)
• Originality or a fresh approach to a ‘pre-loved’ topic
• Thorough, ethical and appropriate research methodologies
• Someone reading the PIP feels that you have undertaken a genuine ‘learning journey’.

Marking Guidelines – ½ marks for theory analysis, ½ for classroom presentation

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<tr>
<th>Mark range</th>
<th>Criteria</th>
<th>Check</th>
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<tbody>
<tr>
<td>Advanced 18-20</td>
<td>Clear, effective communication. Correct use of a wide range of terminology. All aspects of the task are included and are of a very high standard (introduction, log book, report, conclusion, resources). A wide variety of appropriate methodologies are utilized. Excellent planning and classroom presentation. Correctly cited resource list.</td>
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<tr>
<td>Highly competent 14-17</td>
<td>Effective communication. Correct use of terminology. All aspects of the task are included and are of a high standard (introduction, log book, report, conclusion, resources). A variety of appropriate methodologies are utilized. Careful planning and classroom presentation. Correctly cited resource list.</td>
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<tr>
<td>Competent 11-13</td>
<td>Sound communication. Correct use of terminology. Most aspects of the task are included and are of a reasonable standard (introduction, logbook, report, conclusion, resources). Some appropriate methodologies are utilised. Good classroom presentation and planning. Generally correctly cited resource list.</td>
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<td>Developing 8-10</td>
<td>Limited communication. Basic use of terminology. Some aspects of the task are included and are of a satisfactory standard (introduction, log book, report, conclusion, resources). Methodologies used are well conducted, however somewhat inappropriate. Satisfactory planning and classroom presentation. Resource list is mainly cited incorrectly.</td>
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<td>Experiencing difficulty &lt;7</td>
<td>Poor communication. Limited or no use of terminology. Very few aspects of the task are included and are of a poor standard (introduction, log book, report, conclusion, resources). Methodologies chosen have little relevance to the topic studied. More planning and a greater level of classroom presentation required. Poorly cited or no resource list.</td>
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