

**Board of Studies
New South Wales
Heritage Chinese (Mandarin)
Stage 6 Syllabus
Pages 18-19**

8.3 Personal Investigation

Students come to this course with a variety of levels of language experience and a wide range of aspirations. The **Personal Investigation** will allow students to reflect on their own learning and their own personal and cultural identity in [Language] by making links with their heritage. The language skills and intercultural understanding developed through the Personal Investigation will complement and be integrated with those developed in the whole of the course.

Students choose their area of interest from one of the **Issues**, focusing their investigation of language through one of the **Perspectives** in depth, or more broadly across two or three Perspectives. Texts form the basis of this study and could include, for example, film, newspaper article, song, documentary, short story, extended interview, extracts from works of fiction and non-fiction, electronic texts or oral history, either in their original form or adapted. Appropriate texts in English could also be included but should be a limited aspect of the research. Texts may be drawn from one, two or all three of the **Contexts**, depending on the nature of the investigation and the availability of suitable research material.

In order for students to be able to explore their area of personal interest in depth, a range of different texts in [Language] are to be selected. Teachers will support and guide students in their choice of texts and research. The number of chosen texts depends on their nature and should allow students to explore their chosen area of investigation in sufficient depth to meet the outcomes of the course.

As evidence of their research, students will be required to provide a personal interpretation as well as demonstrate knowledge of their area of interest through the Personal Investigation. The Personal Investigation will include both an oral and written component. These components will form part of the school assessment requirements.

Research into their chosen area of interest may not begin before the commencement of Year 12. However, throughout the course students should be provided with opportunities to develop the research, language and evaluative skills necessary to undertake the Personal Investigation.

Students will be required to develop familiarity with the content of their Personal Investigation, such that they are able to provide a brief written summary and participate in an oral interview. The Personal Investigation is the basis for the oral component of the external examination.

Knowledge, understanding and skills

At the completion of the Personal Investigation students will be able to:

- use their personal understanding and experiences to examine topics of personal interest
- summarise and synthesise information from a variety of sources and forms, such as oral, print, visual and multimodal texts
- evaluate information for appropriateness and relevance
- organise information and ideas in a presentation for a particular context, purpose and audience
- use strategies developed during the course to find resources and build on vocabulary and language structures
- make connections between their own values, beliefs, ideas and experiences and those of others represented in texts
- reflect on ways in which texts inform their own understanding of, or perspectives on, issues
- appraise their own effective communication skills and those of others
- use a variety of modes of presentation to convey personal opinions and ideas.

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4 Personal Investigation

The requirements of this aspect of the Heritage languages course are elaborated in section 8.3 of the syllabus. Teaching, learning and assessment programs for Heritage languages Preliminary and HSC courses should integrate the *knowledge, understanding and skills* statements associated with the *Personal Investigation*. The key skills relate to:

- effective research
- evaluation
- organisation
- presentation
- reflection.

Through the *Personal Investigation* students reflect on their learning and on their personal and cultural identity.

As part of the HSC course requirements, students may not begin research into their chosen area of interest until the commencement of the HSC course. However, a range of student learning and assessment activities that relate to the skills associated with the *Personal Investigation* could be incorporated in both the Preliminary and HSC courses. The HSC examination of the *Personal Investigation* takes the form of an interview, and tasks relating to the *Personal Investigation* should encompass a range of outcomes and feature spoken and written interactions as well as analysis of spoken and written texts.

4.1 Developing research skills

Students will develop research and investigative skills by working individually, in pairs, in groups or as a whole class, either on a project or a part-project. Strategies to develop these skills may include:

- planning and conducting investigations
- evaluating written, spoken, audio-visual and ‘live’ sources
- locating, selecting and organising relevant information from a variety of sources
- summarising and synthesising information from a range of sources to develop and support an argument
- using a variety of sources to develop a viewpoint about issues
- participating in discussions, identifying problems and issues relevant to the topic
- analysing sources for their usefulness, relevance and reliability
- identifying different perspectives and interpretations evident in sources
- formulating questions and reflections relevant to the investigation

- presenting and communicating the findings of an investigation using appropriate and well-structured oral and/or written and/or multimedia forms, including ICT.

The following proforma may be useful for students in planning their final *Personal Investigation* or other research projects they may undertake throughout the course in developing the knowledge, understanding and skills related to the *Personal Investigation*.

Personal Investigation	Student notes
1 Choosing my area of interest	
<ul style="list-style-type: none"> • What am I interested in? • To which <i>Issue</i> does my area of interest relate? • On which <i>Perspective(s)</i> will I focus? • Have I checked the requirements as outlined in the syllabus? • What do I already know about my area of interest? • Are there specific events, situations, people, places, etc, associated with my area of interest? • What can I start reading that is on and/or related to my area of interest? • Have I submitted my area of interest for checking by the teacher? 	
2 Locating my information	
<ul style="list-style-type: none"> • Where do I start? • What sources could I use? • What types of texts am I looking for? • Who can I ask for help to find information? • What problems might I face trying to locate my information? • From which <i>Context(s)</i> can I draw my texts? • Have I used a variety of texts? • Have I checked the requirements as outlined in the syllabus? 	
3 Refining my area of interest	
<ul style="list-style-type: none"> • What is my focus? • Do I want to change my focus? • Is my area of interest relevant to me personally? • Is my area of interest too broad or too narrow? • Do I need to change my area of interest? 	
4 Selecting and organising my information	
<ul style="list-style-type: none"> • Can I make a list of useful sources of information? • Can I identify the most useful/reliable sources? • Do I have a diverse and balanced range of texts to choose from? • Are the texts easily accessible? • Have I chosen texts relevant to me? • Do these texts represent a range of perspectives, facts and opinions? 	

<ul style="list-style-type: none"> • What else do I need to select at this point? • Am I recording details for my bibliography as I go? • Am I keeping a reflective journal? 	
5 Analysing and synthesising my information	
<ul style="list-style-type: none"> • Do my texts support my area of interest? • Are the texts appropriate and relevant to my investigation? • What criteria am I going to use to evaluate their effectiveness in building my understanding of my area of interest? • Have I gathered sufficient information to allow for a balanced reflection on the outcomes of my investigation? 	
6 Planning my response/presenting my research	
<ul style="list-style-type: none"> • How will I record my research? • Does my response meet the requirements of the marking criteria? Does the form of presentation meet the assessment criteria? • What problems might I face trying to present my research? What form of presentation will be appropriate for my audience? • Have I developed a logical and well-structured response to my research? • Have I kept a record of new vocabulary and language structures encountered during my investigation? 	
7 Self-evaluation	
<ul style="list-style-type: none"> • Did I achieve my purpose? • Did my presentation satisfy the criteria? • What did I learn about my area of interest and about myself in conducting my investigation? • What were the strengths? • What aspects of the research/presentation do I need to improve? • Have I done a final edit of my work? • What did I learn from this process? 	

The information, attitudes, ideas, and language brought to the classroom by student research and shared through class discussions, debates, formal presentations and sharing of resources is a vital and dynamic means of broadening all students' knowledge, understanding and skills in relation to the content of the course.

4.2 Sample Personal Investigation proposal

Student Name:

To be completed and signed by the student and teacher. Both student and teacher should retain a copy.

	Student proposal	Teacher comments
Syllabus Issue		
Area of interest related to the syllabus Issue		
Syllabus Perspective(s) through which to focus Personal Investigation		
Context(s) from which to draw texts		
Outline of texts to be accessed to research area of interest (A range of different texts must be chosen.)		
Statement of how the texts chosen allow demonstration of sufficient depth in the investigation of the area of interest		

Student signature: Date: / / Teacher signature:..... Date: /