HHS 4U/C: DUE:

PHASE ONE: PLANNING FOR A RESEARCH PAPER

1. **Choose a topic**: This can be your own topic or one from the list. One topic per person – first come first served. Must be teacher approved.
2. **Develop a research question**: The research question is the focus of your report. All research should relate back to this question. Ultimately, this is the question you want answered by the end of your report. You must include a question that incorporates a cause and effect relationship – dependent and independent variable.
3. **Hypothesis**: Your predicted answer to your research question (hypothesis). You need to present a focused statement based on your own belief and your understanding of existing literature on your topic. Explain the purpose or justification of your research.
4. **Primary Research**: Describe your possible target group for primary research and possible methods of primary research.
5. **Purpose**: Briefly describe your purposeor justification in studying this topic and what you hope to find out from your study. Briefly outline why you think this topic is important and merits study and state the overall importance of your question to the study of families in Canada.
6. **Barriers**: List anything that might limit the process of your research such as limitations based on time, money, limited sample groups, and/or confidentiality. You must also explain how you will attempt to minimize or avoid these constraints.

**HHS 4U/C: PHASE ONE RUBRIC - PLANNING A SOCIAL SCIENCE RESEARCH PAPER**

Name:\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

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| **Success Criteria** | **Level 4** | **Level 3** | **Level 2** | **Level 1** |
| **Knowledge/Understanding****- topic****- research question****- variables** | -demonstratesthorough andinsightful understanding of the research question | -demonstratesconsiderable under-standing of the research question | -demonstrates some understanding of the research question | -demonstrates limitedunderstanding of the research question |
| **Thinking****- topic****- research question****- hypothesis/question****- target group****- methods of research****- barriers** | -applies all ofthe skills involvedin choosing atopic, formulatinga question,providing info ontarget group/methods, and discussing limitations | -applies most ofthe skills involvedin choosing atopic, formulatinga question,providing info ontarget group/methods, and discussing limitations | -applies some ofthe skills involvedin choosing atopic, formulatinga question,providing info ontarget group/methods, and discussing limitations | -applies few ofthe skills involvedin choosing atopic, formulatinga question,providing info ontarget group/methods, and discussing limitations |
| **Communication****- spelling/grammar****- clarity****- completion** | -communicates phase 1 requirements with a high degreeclarity and with confidence | -communicates phase 1 requirements with considerableclarity | -communicates phase 1 requirements with some clarity | -communicates phase 1 requirements limited clarity |
| **Application****- purpose and importance of the study****- relates to the study of the family****- barriers** | -transfers concepts of the research process to one’s own purposes andjustifications with a high degree of effectiveness | -transfers concepts of the research process to one’s own purposes andjustifications withconsiderable effectiveness | -transfers concepts of the research process to one’s own purposes andjustifications withsome effectiveness | -transfers concepts of the research process to one’s own purposes andjustifications withlimited effectiveness |