

PERSONAL INTEREST PROJECT

RESEARCH & RESOURCE LIST

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A NOTE ON ANNOTATIONS

It is essential to collect and critique a wide range of secondary sources to **provide depth and breadth to your PIP topic**. These have to be referenced within your PIP to provide support for, challenges to or extensions of your research topic.

You will also have to comment on the usefulness, reliability, bias and validity of your sources in your annotations.

This guide provides information about the **process of ANNOTATING** – that is:

- 1) Annotating as a method of note taking to make your secondary research work more effectively for you.
- 2) The annotated bibliography – the correct referencing of your sources and review of the material listed at the conclusion of your Personal Interest Project.

WHAT SHOULD BE INCLUDED IN THE RESOURCE LIST?

All resources used in the PIP should be included. These include all secondary research sources such as books, articles and websites, AND all sources used for the primary research, including interviews and focus groups for example.

There should be an ***acknowledgement of how they assisted in the research***. It needs to be an annotated resource list which means that ***comments on how they were used must be included***.¹

WHAT IS ANNOTATING?

An **annotation** is a ***note that is made while reading any form of text***. This can be as simple as underlined or highlighted passages.

An **annotated bibliography** provides a brief account of the available research on a given topic. It is a list of research sources that includes concise descriptions and evaluations of each source.²

¹ Board of Studies, 2013, FAQs: Society and Culture Personal Interest Project (PIP), viewed at http://www.boardofstudies.nsw.edu.au/syllabus_hsc/society-culture-faqs.html, accessed 16th November 2013.

NOTES FROM THE MARKING CENTRE

From the 2011 HSC

"In better projects, candidates ***provided clear evidence of an effective research process, integrating both their primary and secondary research findings*** with appropriate writing, editing and synthesis"³

From the 2012 HSC

"In better projects, candidates ***linked reference annotations to the use of the reference*** in the research component of the project."

"Resources in these projects were ***clearly and appropriately annotated.***"⁴

"Acknowledgement of sources must be included in the annotated bibliography, with ***comments on their usefulness and validity to the research presented.***"⁵

HOW DO I ANNOTATE SOURCES?

A note on the research process: READ, SUMMARISE, EVALUATE

1. READ

It is definitely worth developing a **systematic approach** to note-taking that allows for a methodical and organised review of materials from first read.⁶ Read the piece. It is best to do this in a 'chunk like' approach so that you can really hone in on what is being said and the process does not become too overwhelming. Try one paragraph at a time. Then think about the 'big picture' and main points.

² UNSW, Annotated Bibliographies, viewed at <https://student.unsw.edu.au/annotated-bibliography>, accessed 17th November, 2013.

³ Board of Studies, 2011 HSC Notes from the Marking Centre – Society and Culture, viewed at http://www.boardofstudies.nsw.edu.au/hsc_exams/hsc2011exams/notes/society-culture.html, accessed 20th October, 2013.

⁴ Board of Studies, 2012 HSC Notes from the Marking Centre – Society and Culture, viewed at http://www.boardofstudies.nsw.edu.au/hsc_exams/hsc2012exams/notes/society-culture-notes-12.pdf accessed 20th October, 2013.

⁵ Board of Studies, 2012 HSC Notes from the Marking Centre – Society and Culture, viewed at http://www.boardofstudies.nsw.edu.au/hsc_exams/hsc2012exams/notes/society-culture-notes-12.pdf accessed 20th October, 2013.

⁶ Zina O'Leary, *The Essential Guide to Doing Research* (London: Sage, 2004) 72-73, in <https://academicskills.anu.edu.au/resources/handouts/writing-annotated-bibliography>, viewed 29th October 2013

2. SUMMARISE

Highlight the main points and then write them down in your own words. This is one step in the process of editing your own work. You are in the process of understanding and interpreting the piece.

Note down any **relevant quotes** in inverted commas and write the page number. This will be useful when you are writing up your bibliography as you will need to specify exactly where the quote came from. **Remember that you will have to reference ALL the sources that you have used, even if you don't use quotes. Ideas that are not your own need to be referenced!** (more on this in the citation guide under 'How to construct an annotated bibliography').

Many students view materials without a systematic approach such as this and later find that they need to, "go back and reread material– often when they are short of time and hard pressed to meet deadlines."⁷

3. EVALUATE

Now that you have read the piece, it is important to LINK it to your prior knowledge and EXTEND it. Try answering some of the following questions:

- How does it link to the **fundamental concepts** – time, environment, persons, culture, society AND gender, power & authority, technology
- What **perspective** does it represent – how is it biased? What is it arguing for/against.
- How does it **link to your micro world?** (connect)
- How does it **link to other knowledge** you have about the macro world? (connect)
- **Personal reflection** – what did you think about this, agree/disagree – why?
- What **further questions** does it prompt? Where else can this lead you?

NOW LET'S PRACTISE

1. READ the following article

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'Concerned parent group Play Unlimited launches online campaign to end gender-specific toy marketing', by David Mack, (7/11/2013) available at <http://www.abc.net.au/news/2013-11-07/parent-group-play-unlimited-gender-toys/5076252>

⁷ Zina O'Leary, *The Essential Guide to Doing Research* (London: Sage, 2004) 72-73 in <https://academicskills.anu.edu.au/resources/handouts/writing-annotated-bibliography>, viewed 29th October 2013

2. SUMMARISE

Highlight what you think are the main ideas in this passage AND justify your selection. Decide on the best quote from the piece AND justify your selection.

3. EVALUATE

- Identify the key concepts represented in the piece - **time, environment, persons, culture, society AND gender, power & authority, technology**
- What perspectives are represented here? What is the argument?
- What ideas might be behind this perspective (political/social/psychological)?
- How does it link to your micro world?
- How does it link to other knowledge you have about the macro world?
- Personal reflection – what did you think about this, agree/disagree – why?
- What further questions does it prompt? Where else can this lead you?

HOW DO I CONSTRUCT AN ANNOTATED BIBLIOGRAPHY?

The Board of Studies does not set a specific **referencing style** that you must use, but does dictate that it should be consistent and accurate. You must reference BOTH your primary and secondary sources.

Primary sources include any research the YOU have conducted, i.e. interviews, questionnaires, content analysis etc.

Secondary sources are those constructed by others. This would include books, websites, documentaries, journal articles etc.

The referencing style (or citation guide) is the formal system of noting the resources you have used for your project and where they came from, be they magazines, websites, books, images, interviews.

“The syllabus does not prescribe a referencing system but does *recommend using a consistent and correctly formatted referencing system throughout the PIP*. The ‘Harvard’ or ‘Oxford’ methods are recommended as they are widely used and taught to students doing the PIP.”⁸

An **annotated bibliography** provides a brief account of the available research on a given topic. It is a list of research sources that **includes concise descriptions and evaluations of each source**.⁹ So in addition to writing the WHAT and WHERE, you must also provide the HOW & WHY!

In other words, WHY was this resource useful for your project and HOW did you use it. This will demonstrate to the marker that you have:

1. Read widely and deeply – thoughtful research!
2. Used a range of source material - not just websites!
3. Integrated source material effectively – synthesis is the key!
4. Assessed the usefulness of material in terms of currency, validity, bias and accuracy – evaluation!

⁸ Board of Studies, 2013, FAQs: Society and Culture Personal Interest Project (PIP), viewed at http://www.boardofstudies.nsw.edu.au/syllabus_hsc/society-culture-faqs.html, accessed 16th November 2013.

⁹ UNSW, Annotated Bibliographies, viewed at <https://student.unsw.edu.au/annotated-bibliography>, accessed 17th November, 2013.

NOW LET'S PRACTISE

Look at the following examples of exemplary Annotated Bibliographies taken from the Personal Interest Project Extract Index in the State Library website which contains selected sections of the award winning Personal Interest Projects. Answer the questions following each citation.

SAMPLE 1

"Moore, Malcolm (2010, September 25) 'Thirty Years of China's One-Child Policy' Retrieved May 9, 2011, from UK Telegraph: Page 4-5

Annotation: This article was quite useful to support my argument – that in Chinese culture, dependence on the 'only child' is becoming greater – throughout chapter 3. It allowed me to investigate the role of authority of the government, which is demonstrated through the policy. Yet, this resource could be open to bias since the information used (a story of Wang Yuanyuan) could not be checked with other sources. Despite this, the story was easy to integrate with other primary findings including a focus group and interview with a mother."

¹⁰

1. Who is the author of this article and where did it come from?
2. How did the student use this article in their project?
3. How did it help them understand their research topic?
4. How useful did they determine the source to be?

¹⁰ Quality over Quantity, Personal Interest Project Extract Index, viewed at http://www.sl.nsw.gov.au/services/learning_at_the_library/docs/pips/pip_extract_quality_over_quantity.pdf, accessed 16th November 2013.

SAMPLE 2

Coates, Jennifer. *Women, Men and Language: A Sociolinguistic Account of Gender Differences in Language*. New York: Pearson Education, 2004. Print.

Written by renowned sociolinguist Jennifer Coates, this book outlines the differences in the use of language relative to gender, concentrating specifically on the impact of these distinct speech patterns on social behaviour. This was incredibly useful in explaining the distinct differences between male and female forms of communication, which greatly assisted in the formation of my second chapter 'MISScommunication of MISSdemeanour'. A useful resource, this book supplemented my understanding of gendered language and aided in the writing of my second chapter specifically as I was able to draw conclusions from both content analysis and the theology recounted within this study to clarify results and prove my hypothesis. The theology outlined within this critically deep and insightful study aided in consolidating my knowledge regarding the lexical differences between male and female patterns of speech as outlined by social forces, providing my analysis with greater depth and dimension. Jennifer Coates is a highly respected sociologist whose work is renowned for its contribution to gender scholarship. It is valid as it has been published recently, and can be corroborated with a range of other sources from the same area of discourse. As such, her work, 'Women, Men and Language' is extremely valid towards my research with no criticism of unreliability and no detectable bias of any form."¹¹

1. What type of source is this and when was it produced ?
2. How did the student use this article in their project?
3. How did it help them understand their research topic?
4. How useful did they determine the source to be?

¹¹ Se(xx)y Talk: An Investigation into the use of Gendered Language Within Afghan Media in the Portrayal of Women Annotated Resource List, Personal Interest Project Extract Index, viewed at http://www.sl.nsw.gov.au/services/learning_at_the_library/docs/pips/pip_extract_sexy_talk.pdf, accessed 16th November, 2013