School Assessment

Assessment Type 1: Folio (30%)

The Folio is a record of the student’s research. Students develop a research question and then select and present evidence of their learning from the planning and development stages of the research project. The Folio includes a proposal (evidence of planning), and evidence of the research development, which may take a variety of forms, including a discussion.

Proposal

Students:

* consider and define a research question, and outline their initial ideas for the research
* consider and select research processes that are likely to be appropriate to their research question (i.e. valid, ethical, and manageable research processes).

Evidence could include:

* a mind map
* guiding questions
* a written statement
* an oral discussion
* a multimedia presentation,

that may lead to the development of, and incorporation in, a management plan.

Research Development

Students:

* develop the research, including knowledge and skills specific to the research question
* organise and analyse information gathered
* explore ideas
* understand and develop one or more capabilities.

Evidence could include:

* information collected, selected, annotated, and analysed, and ideas explored in relation to the research question

Examples include: notes, drafts, letters, sketches, plans, models, interview notes, observations, trials, reflections, data from experiments, records of visits or fieldwork, photographs, annotations, feedback, translations, and interpretations

* responses to feedback, interactions, questions, and problem-solving

Examples include: major activities, insights, turning points, and problems encountered

* recordings of discussions with the teacher (either digital or in the form of notes taken by the student) about how the research is developing, the research processes used, ideas that are developing through the research, and the knowledge and skills being developed and applied.

For this assessment type, students provide evidence of their learning in relation to all specific features of the following assessment design criteria:

* planning
* development.

Refer to the subject operational information on the Research Project minisite on the SACE website (www.sace.sa.edu.au) for details about materials to be submitted for moderation.

Assessment Type 2: Research Outcome (40%)

The Research Outcome is the resolution of the research question, through the presentation of the key findings from the research.

Students identify the intended audience for their Research Outcome, and consider the value of their research to this audience. The form and language of the Research Outcome should be appropriate to the intended audience.

In resolving the research question, students come to a position or conclusion as a response to their research question.

Students synthesise their key findings (knowledge, skills, and ideas) to produce a Research Outcome and substantiate these with evidence and examples from their research to show how they resolved the research question.

Substantiation should be relevant to the Research Outcome, and is usually provided in one or both of the following ways:

* By referencing the key findings from the research to sources, using, for example, in‑text references and thereby demonstrating the origin of ideas and thoughts.
* By explaining the validity of the methodology adopted and thereby demonstrating that it is able to be reproduced.

The Research Outcome must include the key findings and substantiation. The Research Outcome can take the form of:

* the key findings and substantiation, which together form a product

Examples include: an essay, a report, an oral or written history, with appropriate in-text referencing and a bibliography and/or references list; a multimedia presentation; a documented science experiment

*or*

* the key findings and substantiation, with elements of or reference to a separate product

Examples include: a supporting statement and annotated photographs of a product that has been created; an extract from a student-developed children’s story, with a record of the background research

*or*

* the key findings presented as annotations on a product, and substantiated by evidence and examples of the research

Examples include: a recorded dance performance with notes and a director’s statement.

Students negotiate with their teacher suitable forms for producing their Research Outcome, for example:

* written results, conclusions, recommendations, or solutions to a problem or question (e.g. an essay, a report, a booklet, or an article)
* a product (e.g. an artefact, a manufactured article, or a work of art or literature) and a producer’s statement
* a display or exhibition with annotations
* a multimedia presentation and podcast
* a performance (live or recorded) with a supporting statement
* a combination of any of the above.

Students submit their Research Outcome to the teacher and, if they choose, present it to a broader audience (e.g. other students or community members).

Evidence of the Research Outcome must be:

* a maximum of 1500 words if written

*or*

* a maximum of 10 minutes for an oral presentation

*or*

* the equivalent in multimodal form.

For this assessment type, students provide evidence of their learning in relation to all specific features of the following assessment design criterion:

* synthesis.

External Assessment

Assessment Type 3: Review (30%)

The Review is a series of reflections about the knowledge and skills developed, decisions made, and the Research Outcome produced.

For this assessment type, students:

* review knowledge and skills developed in response to the research question.

Students review their knowledge and skills by discussing the information that they initially had and how this has developed over the period of research, providing examples.

* discuss the decisions made in response to challenges and/or opportunities.

Students discuss their actions when faced with challenges and/or opportunities. They briefly outline the challenge and/or opportunity, state the decision made in response to that challenge and/or opportunity, and discuss how their decisions influenced their research development.

* reflect on the quality of the Research Outcome

Students reflect on the quality of their Research Outcome and discuss the significance of their findings and the features that influence the overall value and worth of their Research Outcome, including the extent to which the question has been answered.

* organise their information coherently and communicate ideas accurately and appropriately.

Students prepare a summary of the research question and the Research Outcome, to a maximum of 150 words if written, or a maximum of 1 minute for an oral presentation, or the equivalent in multimodal form. This summary is assessed.

In consultation with their teacher, students choose the best form in which to present their review: written, oral, or multimodal.

Students prepare their review to a maximum of 1500 words if written or a maximum of 10 minutes for an oral presentation, or the equivalent in multimodal form (excluding the written summary).

The following specific features of the assessment design criteria for this subject are assessed in the external assessment component:

* review — R1, R2, and R3
* synthesis — S3.

Performance Standards

The performance standards describe five levels of achievement, A to E.

Each level of achievement describes the knowledge, skills, and understanding that teachers and assessors refer to in deciding how well a student has demonstrated his or her learning on the basis of the evidence provided.

During the teaching and learning program the teacher gives students feedback on their learning, with reference to the performance standards.

At the student’s completion of study of each school assessment type, the teacher makes a decision about the quality of the student’s learning by:

* referring to the performance standards
* assigning a grade between A and E for the assessment type.

The student’s school assessment and external assessment are combined for a final result, which is reported as a grade between A and E.

Performance Standards for Stage 2 Research Project A

| - | Planning | Development | Synthesis | Review |
| --- | --- | --- | --- | --- |
| A | P1 Thorough consideration and refinement of a research question.  P2 Thorough planning of research processes that are highly appropriate to the research question. | D1 Thorough and highly resourceful development of the research.  D2 In-depth analysis of information and exploration of ideas to develop the research.  D3 Highly effective development of knowledge and skills specific to the research question.  D4 Thorough and informed understanding and development of one or more capabilities. | S1 Insightful synthesis of knowledge, skills, and ideas to produce a resolution to the research question.  S2 Insightful and thorough substantiation of key findings relevant to the Research Outcome.  S3 Clear and coherent expression of ideas. | R1 Insightful review of knowledge and skills developed in response to the research question.  R2 In-depth discussion of decisions made in response to challenges and/or opportunities.  R3 Insightful reflection on the quality of the Research Outcome. |
| B | P1 Consideration and some refinement of a research question.  P2 Considered planning of research processes that are appropriate to the research question. | D1 Considered and mostly resourceful development of the research.  D2 Some complexity in analysis of information and exploration of ideas to develop the research.  D3 Effective development of knowledge and skills specific to the research question.  D4 Informed understanding and development of one or more capabilities. | S1 Considered synthesis of knowledge, skills, and ideas to produce a resolution to the research question.  S2 Substantiation of most key findings relevant to the Research Outcome.  S3 Mostly clear and coherent expression of ideas. | R1 Considered review of knowledge and skills developed in response to the research question.  R2 Some depth in discussion of decisions made in response to challenges and/or opportunities.  R3 Considered reflection on the quality of the Research Outcome. |
| C | P1 Some consideration of a research question, but little evidence of refinement.  P2 Satisfactory planning of research processes that are appropriate to the research question. | D1 Satisfactory development of the research.  D2 Satisfactory analysis of information and exploration of ideas to develop the research.  D3 Satisfactory development of knowledge and skills specific to the research question.  D4 Satisfactory understanding and development of one or more capabilities. | S1 Satisfactory synthesis of knowledge, skills, and ideas to produce a resolution to the research question.  S2 Substantiation of some key findings relevant to the Research Outcome.  S3 Generally clear expression of ideas. | R1 Satisfactory review of knowledge and skills developed in response to the research question.  R2 Satisfactory discussion of decisions made in response to challenges and/or opportunities.  R3 Satisfactory reflection on the quality of the Research Outcome. |
| D | P1 Basic consideration and identification of a broad research question.  P2 Partial planning of research processes that may be appropriate to the research question. | D1 Development of some aspects of the research.  D2 Collection rather than analysis of information, with some superficial description of an idea to develop the research.  D3 Superficial development of some knowledge and skills specific to the research question.  D4 Basic understanding and development of one or more capabilities. | S1 Basic use of information and ideas to produce a resolution to the research question.  S2 Basic explanation of ideas related to the Research Outcome.  S3 Basic expression of ideas. | R1 Superficial description of some knowledge and skills developed in response to the research question.  R2 Basic description of decisions made in response to challenges and/or opportunities  R3 Superficial reflection on the quality of the Research Outcome. |
| E | P1 Attempted consideration and identification of an area for research.  P2 Attempted planning of an aspect of the research process. | D1 Attempted development of an aspect of the research.  D2 Attempted collection of basic information, with some partial description of an idea.  D3 Attempted development of one or more skills that may be related to the research question.  D4 Attempted understanding and development of one or more capabilities. | S1 Attempted use of an idea to produce a resolution to the research question.  S2 Limited explanation of an idea or an aspect of the Research Outcome.  S3 Attempted expression of ideas. | R1 Attempted description of some knowledge or a skill developed in response to the research question.  R2 Attempted description of decisions made in response to a challenge and/or opportunity.  R3 Attempted reflection on the quality of the Research Outcome. |