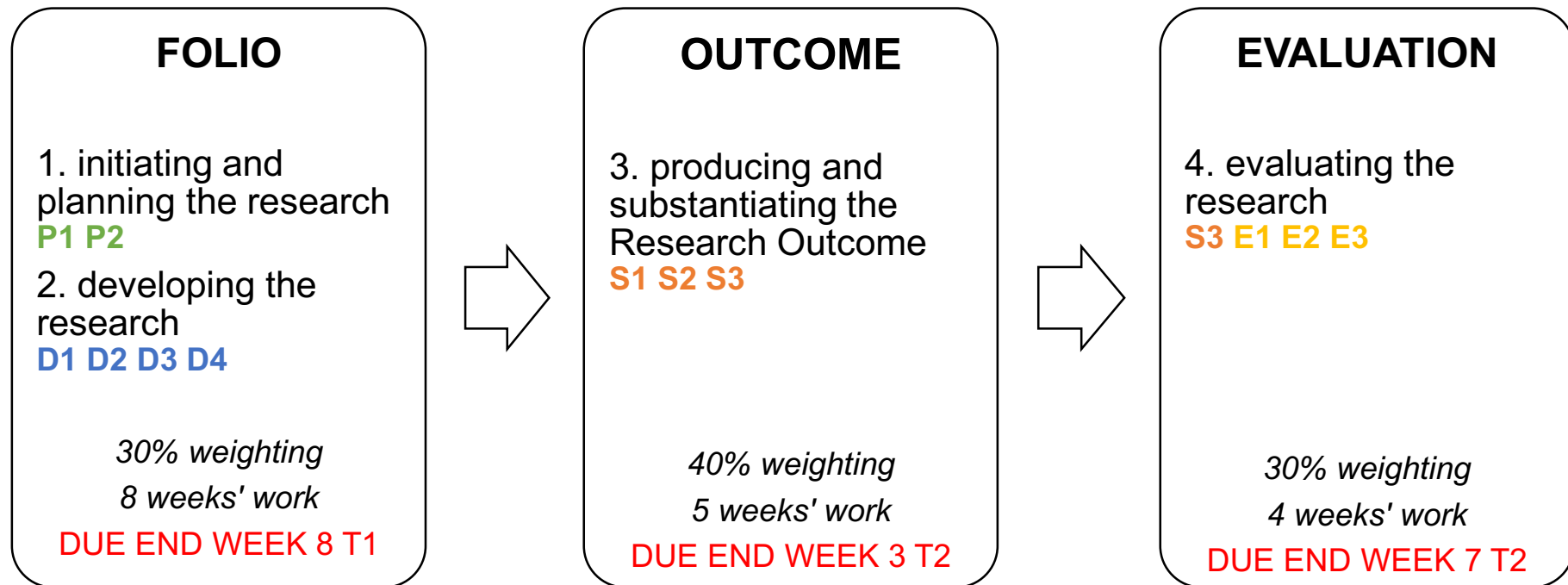


RESEARCH PROJECT B – Handbook – Ms Grant Semester 1 2017

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Applying the Research Framework

The four parts of the research framework for Research Project B are:



FOLIO

1. Students Initiate and Plan their Research

Students plan their research by making decisions, seeking help, responding to and creating opportunities, and solving problems.

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.

1a) Students Formulate and Refine a Research Question

P1 Consideration and refinement of a research question.

PAGES 1+6

Formulating and refining the question help students to focus their research.

A research question:

- could be based on an idea or issue, a technical or practical challenge, a hypothesis, creating an artefact, or solving a problem
- may be an area of interest that is not related to a subject or course
- may be linked to content in an existing subject or course. Work that has been previously assessed for another subject or course cannot be used in this subject. However, information gained or ideas expressed in one assessment task can be extended in another assessment task.

Students refine their question, ensuring that the question lends itself to being researched and that the research is likely to be manageable and achievable. Refining a question may involve identifying a precise context, for example, place, type, age group, or time period.

Students and teachers must ensure that the research question and processes proposed do not compromise the principles of honest, safe, and ethical research.

1b) Students Plan their Research

P2 Planning of research processes appropriate to the research question.

PAGES 2+6

Students:

- consider, select, and/or design research processes (e.g. qualitative and quantitative research, practical experimentation, fieldwork) that are appropriate to their research question
- investigate and propose safe and ethical research processes
- identify knowledge, skills, and ideas that are specific to their research question
- identify people with whom to work (e.g. their teacher, a community expert, or a peer group) and negotiate processes for working together
- plan the research in manageable parts
- explore ideas in an area of interest
- explore the concept of a capability or capabilities in the context of their research
- consider the form of and audience for the Research Outcome.

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 its incorporation in, a management plan.

2. Students Develop their Research

D1 Development of the research.	PAGES 4+6+7
D2 Analysis of information and exploration of ideas to develop the research.	PAGES 5+8
D3 Development of knowledge and skills specific to the research question.	PAGES 9+10
D4 Understanding and development of one or more capabilities.	PAGE 3

Students:

- develop a capability or capabilities in ways that are relevant to their research question
- develop and apply specific knowledge and skills
- develop and explore ideas
- locate, select, organise, analyse, use, and acknowledge information from different sources
- consult teachers and others with expertise in their area of interest
- participate in discussions with the teacher about the progress of their research
- apply safe and ethical research processes
- review and adjust the direction of their research in response to feedback, opportunities, questions, and problems as they arise
- maintain a record of progress made and sources used.

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.

FOLIO LENGTH:

- Ten single sided A4 pages (written) or a maximum of 20 minutes (oral), or the equivalent in multimodal form.
- One A4 page is equivalent to 2 minutes of oral evidence. Students can submit a combination of written and oral evidence.
- Written evidence reduced in size (e.g. A3 pages or two A4 pages reduced in size to A4) is not acceptable.

Page	Week	Title of page in bold	Page	Week	Title of page in bold
1	1	Research Question Refinement Record P1 <i>Scaffold available</i>	6	5	Revisiting Research Question & Proposal Focus on identifying gaps in your knowledge/skills that may be filled by primary sources P1 P2 D1
2		Capability Log D4 <i>Scaffold available</i>	7	6	Research Process 2 (Primary Sources) Preparation D1
3	2	Proposal P2 <i>Scaffold available</i>	8	7	Research Process 2 (Primary Sources) Analysis of Information and Exploration of Ideas D2
4	3	Research Process 1 – Literature Review (Secondary Sources) Preparation D1 Focus on choosing appropriate sources <i>Scaffold available</i>	9	8	Outcome Mode Preparation D3 <i>Scaffold available</i>
5	4	Research Process 1 – Literature Review (Secondary Sources) Analysis of Information and Exploration of Ideas D2 <i>Focus on answering your research question</i> <i>Scaffold available</i>	9	8	Discussion Excerpt D3 Video or audio Choose the best 2 minutes that capture an aspect of your learning that the rest of your evidence does not! (e.g. an AHA! moment) <i>Edit and submit on USB</i>
Mid-Term Report			Term 1 Report		

Plus CHOP Logs and recording discussions throughout!

RUBRIC: FOLIO (30%; Assessed by school; Moderated by SACE Board)

	PLANNING		DEVELOPMENT			
	P1	P2	D1	D2	D3	D4
A	Thorough consideration and refinement of a research question.	Thorough planning of research processes that are highly appropriate to the research question.	Thorough and highly resourceful development of the research.	In-depth analysis of information and exploration of ideas to develop the research.	Highly effective development of knowledge and skills specific to the research question.	Thorough and informed understanding and development of one or more capabilities.
B	Consideration and some refinement of a research question.	Considered planning of research processes that are appropriate to the research question.	Considered and mostly resourceful development of the research.	Some complexity in analysis of information and exploration of ideas to develop the research.	Effective development of knowledge and skills specific to the research question.	Informed understanding and development of one or more capabilities.
C	Some consideration of a research question, but little evidence of refinement.	Satisfactory planning of research processes that are appropriate to the research question.	Satisfactory development of the research.	Satisfactory analysis of information and exploration of ideas to develop the research.	Satisfactory development of knowledge and skills specific to the research question.	Satisfactory understanding and development of one or more capabilities.
D	Basic consideration and identification of a broad research question.	Partial planning of research processes that may be appropriate to the research question.	Development of some aspects of the research.	Collection rather than analysis of information, with some superficial description of an idea to develop the research.	Superficial development of some knowledge and skills specific to the research question.	Basic understanding and development of one or more capabilities.

Due end of Week 8, Term 1

OUTCOME

3. Students Produce and Substantiate their Research Outcome

S1 Synthesis of knowledge, skills, and ideas to produce a resolution to the research question.

S2 Substantiation of key findings relevant to the Research Outcome.

S3 Expression of ideas.

Students synthesise their key findings (knowledge, skills, and ideas) to produce a Research Outcome.

The Research Outcome is substantiated by evidence and examples from the research, and shows how the student 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).

OUTCOME LENGTH:

Evidence of the Research Outcome must be:

- a maximum of 2000 words if written

or

- a maximum of 12 minutes for an oral presentation

or

- the equivalent in multimodal form.

RUBRIC: OUTCOME (40%; Assessed by school; Moderated by SACE Board)

	SYNTHESIS		
	S1	S2	S3
A	Insightful synthesis of knowledge, skills, and ideas to produce a resolution to the research question.	Insightful and thorough substantiation of key findings relevant to the Research Outcome.	Clear and coherent expression of ideas.
B	Considered synthesis of knowledge, skills, and ideas to produce a resolution to the research question.	Substantiation of most key findings relevant to the Research Outcome.	Mostly clear and coherent expression of ideas.
C	Satisfactory synthesis of knowledge, skills, and ideas to produce a resolution to the research question.	Substantiation of some key findings relevant to the Research Outcome.	Generally clear expression of ideas.
D	Basic use of information and ideas to produce a resolution to the research question.	Basic explanation of ideas related to the Research Outcome.	Basic expression of ideas.

Due end of Week 3, Term 2

EVALUATION

4. Students Evaluate their Research

S3 Expression of ideas.

E1 Evaluation of the research processes used, specific to the research question. [500 words]

E2 Evaluation of decisions made in response to challenges and/or opportunities specific to the research processes used. [500 words]

E3 Evaluation of the quality of the Research Outcome. [500 words]

Students:

- explain the choice of research processes used (e.g. qualitative and quantitative research, practical experimentation, fieldwork) and evaluate the usefulness of the research processes specific to the research question
- evaluate decisions made in response to challenges and/or opportunities (e.g. major activities, insights, turning points, and problems encountered)
- evaluate the quality of the Research Outcome
- organise their information coherently and communicate ideas accurately and appropriately
- communicate in written form.

EVALUATION LENGTH:

Students prepare a written summary of the research question and the Research Outcome, to a maximum of 150 words. This summary is assessed.

Students must present their Evaluation in written form to a maximum of 1500 words (excluding the written summary).

The Evaluation can include visual material (e.g. photographs and diagrams), integrated into the written text.

RUBRIC: EVALUATION (30%; Assessed by SACE Board)

	SYNTHESIS	EVALUATION		
	S3	E1	E2	E3
A	Clear and coherent expression of ideas.	Insightful evaluation of the research processes used, specific to the research question.	Critical evaluation of decisions made in response to challenges and/or opportunities specific to the research processes used.	Insightful evaluation of the quality of the Research Outcome.
B	Mostly clear and coherent expression of ideas.	Considered evaluation of the research processes used, specific to the research question.	Some complexity in evaluation of decisions made in response to challenges and/or opportunities specific to the research processes used.	Considered evaluation of the quality of the Research Outcome.
C	Generally clear expression of ideas.	Recount with some evaluation of the research processes used.	Some evaluation, with mostly description of decisions made in response to challenges and/or opportunities specific to the research processes used.	Satisfactory evaluation of the quality of the Research Outcome.
D	Basic expression of ideas.	Superficial description of the research processes used.	Basic description of decisions made in response to challenges and/or opportunities specific to the research processes used.	Superficial evaluation of the quality of the Research Outcome.

Due end of Week 7, Term 2