

Research Project

ASSESSMENT TYPES



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.

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).
- 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.



ASSESSMENT TYPE 2 RESEARCH OUTCOME — 40%

The Research Outcome resolves the research question.

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.

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 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.

RPA: Maximum 1500 words, or 10 minutes

RPB: Maximum 2000 words, or 12 minutes



ASSESSMENT TYPE 3 REVIEW — 30%

RPA ONLY

For this assessment type, students:

- review knowledge and skills specific to the research question
- discuss the decisions made in response to challenges/opportunities
- reflect on the quality of the research outcome
- organise their information coherently and communicate ideas accurately and appropriately.

Students prepare a summary of the research question and 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.

Students choose, in consultation with their teacher, the best form in which to present their review; it may be in written, oral, or multimodal form.

Students prepare an assessment 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).



ASSESSMENT TYPE 3 EVALUATION — 30%

RPB ONLY

For this assessment type, 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
- evaluate the quality of the research outcome
- organise their information coherently and communicate ideas accurately and appropriately.

Students prepare a written summary of the research question and 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).