SCHOOL-DEVELOPED LEARNING AND ASSESSMENT PLAN

**Stage 1 Research Practices**

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| School |  | Teacher(s) |  |
| Other schools using this plan |  |

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| SACESchool Code |  | Year |  | Enrolment Code |  | Program Variant Code (A–W) |
| Stage | Subject Code | No. of Credits (10 or 20) |
|  |  |  |  | **1** | **R** | **P** | **P** | **10** |  |

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| --- | --- | --- | --- |
| Endorsed by principal or delegate (signature) |  | Date |  |

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| Office use only

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| Approved |  | Not approved |  |  |  |  |  |  |  |  |  |  |  |

 Accession Number

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| --- |
| Signature of SACE Board Officer  |

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| SACE Board Officer Number |  | Date |  |

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**Addendum**

Please **only** use this section for any changes made after the learning and assessment plan has been approved.

**Changes made to the learning and assessment plan**

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| --- |
| Describe any changes made to the learning and assessment plan to support students to be successful in meeting the requirements of the subject. In your description, please explain:* what changes have been made to the plan
* the rationale for making the changes
* whether these changes have been made for all students, or individuals within the student group.
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**Endorsement of changes**

The changes made to the learning and assessment plan support student achievement of the performance standards and retain alignment with the subject outline.

|  |  |  |  |
| --- | --- | --- | --- |
| Signature of principal or delegate |  | Date |  |

Stage 1 Research Practices

Assessment Overview

Complete the table below to show details of the planned tasks. Use numbers to show where students will have the opportunity to provide evidence for each of the specific features for all assessment design criteria.

| **Assessment Type and Weighting** | **Details of assessment** | **Assessment Design Criteria** | **Assessment conditions**(e.g. task type, word length, time allocated, supervision) |
| --- | --- | --- | --- |
| **K** | **D** | **A** |
| **Assessment Type 1: Folio****Weighting 70%** | ***Tutorial on Quantitative and Qualitative Methods****Exploring Research Approaches – Research Methods* Students design a short lesson to teach younger students the purpose of research and the principles of qualitative and quantitative methods of research. Students use an everyday example to illustrate how different approaches to research may generate different forms of useful information.  | 1, 2 |  |  | 5 minute multimodal presentation |
| ***Creation and use of a Research Instrument****Exploring Research Skills – Development*Students present **2** research instruments that have been created for the purpose of researching their chosen topic. These instruments are to be designed and implemented by students who will use them to gain insight into their topic. Students conduct the research using these instruments, applying their skills in the area.  | 2 | 1 |  | Instruments may include, but are not limited to; survey, interview, observation, experiment, practical application (as appropriate to their research area).Student application of skills is assessed through the creation and use of 2 research instruments. |
| ***Synthesis of sources****Exploring Research Skills – Synthesis*Students use online, print and visual media forms to find and select several appropriate secondary sources that assist in the acquisition of knowledge that concerns their research question. Students synthesise the interpretation and analysis of the data presented in these sources to produce a short summary that answers their research question. Students have the opportunity to also integrate their primary sources at this stage, indicating how these may correlate (or not) with secondary data found.  |  | 1 | 1 | Essay, multimodal or oral response that responds to the research topic.The chosen format should bring together key findings of the research in response to the question.  |
| **Assessment Type 2: Sources Analysis****Weighting 30%** | ***Analysis of a Research Instrument****Exploring Research Skills – Development*Students analyse one of the research instruments they have produced. They consider the usefulness of the instrument, the purpose of the instrument, the limitations of the instrument and the appropriateness of the instrument for the student’s research question. The students comment on specific features of the text which may or may not include specific reference to question types, language, formatting, accessibility etc. |  |  | 1 | 500 word multimodal, oral or written analysis that reflects critically on the research instrument produced. Students indicate their understanding of the research instrument and the limitations/appropriateness for their research question. |
| ***Analysis of Sources****Exploring Research Skills – Development*Students compile between 2 *–* 4 sources from a variety of locations, including the internet, print media and visual texts (i.e. YouTube and advertising), which concern their topic, drawing upon both qualitative and quantitative resources. Students collate these sources annotating the purpose, audience, usefulness and limitations of the use of source. These annotations can include commentary on what the source is, where it was found, who the intended audience is, why the source may have been produced, how effective it is as a source, bias, reliability, currency, validity etc. | 1, 2 |  | 1, 2 | Students annotate the sources (up to 500 words in total) providing a variety of short summations referring to the usefulness and limitations of each source. |

***Four or five assessments.*** *Please refer to the Stage 1 Research Practices subject outline.*