**RESEARCH PROJECT B**

**ASSESSMENT TYPE 3: EVALUATION**

***Is a fruitarian diet good for a student studying year 12?***

**Summary of the research question and research outcome**

I am a trying to be a fruitarian and have been for six months. I don’t believe that we should be eating meat or eggs only things that drop from the trees. That can be considered to have died and not killed. I decided to look at this issue for my Research Project because my mother believes I need to have better diet during Year 12. She wants me to keep being a vegetarian like her. My research was to talk to my two friends who are mainly fruitarians and to my mother and I went on lots of websites and found a youtube video. I also looked at a pamphlet I got from a lady at the market. Because of all this research I have decided to produce a pamphlet on the benefits of being a fruitarian.

**Evalaution of the research processes specific to the research question**

**Evaluation 1** Superficial description of initial research processes. There is too much emphasis on the topic decision.

Firstly I did a mind map of what I could look at in my research project. I thought that I could look at making a water feature, research about a famous painter or writer, or rag doll cat breeding.

I settled on first want to look at making a water feature for my mother’s garden because she would like it. I looked in the library at school and couldn’t find a thing that I could make. I didn’t really like the designs. Plus I thought it would cost too much and take up too much time. By this time it was almost a month gone by. I did go to B\_\_\_\_\_ and talk to a man. Then I was sure I didn’t want to to make the water feature. My teacher said to find something I was interested in.

**Evaluation 2** Reasons are given for topic changes based on challenges, but this does little to support final decision.

That night I had a discussion with my mum about my diet. So we decided that I should look at the fruitarian diet. I got a pamphlet that I got from the lady at the market from my room who was selling fruit that dropped. It was really good at telling me why it is good to be a fruitarian and the benefits for the fruit. What fruits to eat and what not to do. And the benefits. I thought I could of found her and interviewed her. But her number from the pamphlet wasn’t answering. I thought I could go to the market, but mum didn’t go back again in time and my friends didn’t want to go.

**Evaluation 1** Research processes listed are minimal (discussion with mum or friends) and superficial in evaluation; “really good at telling me why”, “great youtube”. Explanation of value of source and, relevance is lacking in depth.

After this I had lots of discussions with my friends about how they were feeling on the diet. Were they losing weight, were they able to get the dropped fruit. And stuff like that so that we could support ourselves on the diet.

I found a great youtube. “we didn’t die for you”. It had a talking apple and lemon and cherries. I was really convinced and showed it to my friends next day. We watched it lots of times.

I could of used my time in class better and got organised. But I am happy with my pamphlet because it is colourful and well laid out with lots of information about a fruitarian diet.

**Decisions made in response to challenges and opportunities**

**Evaluation 2** There is basic description of response to challenges and decisions made. Response to challenges is mainly based on direction of others; “find something I was interested in…” and “discussion with mum”, and having a “pamphlet”. No initiative shown in opportunity to follow up lady in market.

After all of this research, I had enough to make a informative pamphlet about the benefits of the fruitarian diet. I did a double sided three folded. On the front I put a apple that had dropped looking happy. The carrot was very sad because it was pulled out of the ground. I really liked the apple and carrot illustrations.

I then talked about eating a variety of fruit and about things like vitamins and fibre. I outlined the benefits like weight loss and good skin and things.

I got some feedback from people. My art teacher liked the design of the pamphlet. My friends felt it was really information. Mum said I did a good job but should have talked about vegetarian diets. I was hoping to find the lady in the market but couldn’t so I could show her my pamphlet. I am convinced to stay on the fruitarian diet.

**Evaluation 3** Evaluation of the quality of the research outcome is superficial. It briefly describes the format of pamphlet and touches on content. Evaluation is in the form of personal comment, “I really liked..”, and a wider audience, “I got some feedback from people..”. The responses were recorded but limited in indicating the value of the research outcome.

**Words 545**

**ADDITIONAL COMMENTS**

This is a “D” response.

**Synthesis 3**  Basic expression of ideas. Audience is able to understand what has been done and what challenges there were in forwarding the research. Some simple errors that proof reading may have eliminated. Some conventions not followed.

**Evaluation 1** **Explanation** of the research processes used is not initially targeted to the final research project topic. Explanation of the research processes chosen and evaluation is limited to perfunctory statements, with little evaluation of the usefulness.

**Evaluation 2 Description** of decisions made in response to challenges specific to the research processes used is minimal. The first two paragraphs need not be included and could be considered as padding. Evaluation in response to decisions made Missed opportunities are described, but no alternative to follow up is indicated.

**Evaluation 3** The Evaluation of the quality of the research outcome was superficial, lacking in detail and depth.

**Performance Standards for Stage 2 Research Project B**

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
|  | ***Planning*** | ***Development*** | ***Synthesis*** | ***Evaluation*** |
|  | Assessment Type 1: Folio | | Assessment Type 2:  Research Outcome  Assessment Type 3: Evaluation | |
| **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. | E1 Insightful evaluation of the research processes used, specific to the research question.  E2 Critical evaluation of decisions made in response to challenges and/or opportunities specific to the research processes used.  E3 Insightful evaluation of 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. | E1 Considered evaluation of the research processes used, specific to the research question.  E2 Some complexity in evaluation of decisions made in response to challenges and/or opportunities specific to the research processes used.  E3 Considered evaluation of 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. | E1 Recount with some evaluation of the research processes used.  E2 Some evaluation, with mostly description of decisions made in response to challenges and/or opportunities specific to the research processes used.  E3 Satisfactory evaluation of 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. | E1 Superficial description of the research processes used.  E2 Basic description of decisions made in response to challenges and/or opportunities specific to the research processes used.  E3 Superficial evaluation of 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. | E1 Attempted description of the research process used.  E2 Attempted description of decisions made in response to a challenge and/or opportunity specific to the research processes used.  E3 Attempted evaluation of the quality of the research outcome |