2024 Research Project A and B Subject Assessment Advice

Overview

Subject assessment advice, based on the 2024 assessment cycle, gives an overview of how students performed in their school and external assessments in relation to the learning requirements, assessment design criteria, and performance standards set out in the relevant subject outline. They provide information and advice regarding the assessment types, the application of the performance standards in school and external assessments, and the quality of student performance.

Teachers should refer to the subject outline for specifications on content and learning requirements, and to the subject operational information for operational matters and key dates.

Across the Assessment Types for this subject, students can present their responses in oral or multimodal form, where 6 minutes is the equivalent of 1000 words. Students should not speed-up the recording of their videos excessively in an attempt to condense more content into the maximum time limit.

It is important to note that if a video is now flagged by markers/moderators as impacted by speed, schools will be requested to provide a transcript and markers/moderators will be advised to mark/moderate based on the evidence in the transcript, only considering evidence up to the maximum word limit (e.g. up to 2000 words for AT3).

If the speed of the recording makes the speech incomprehensible, it affects the accuracy of transcriptions and it also impacts the ability of markers/moderators to find evidence of student achievement against the performance standards.

School Assessment

Teachers can improve the moderation process and the online process by:

* thoroughly checking that all grades entered in schools online are correct
* ensuring the uploaded tasks are legible, without magnification, all facing up (and all the same way), and by removing blank pages.

Assessment Type 1: Folio

Both Research Project A and Research Project B assess Assessment Type 1: Folio according to the same performance standards with identical assessment design criteria. Student evidence of learning in Research Project A or a Research Project B Folio should be assessed identically.

Assessment Design Criteria

* planning – P1, P2
* development – D1, D2, D3 and D4.

Teachers can elicit more successful responses by:

* limiting the use of generic scaffolds that restrict the variety and personalisation of research activities for individual students
* explicitly teaching students about research terminology, making distinctions between key terms, and modelling their use.

The more successful responses commonly:

* provided balanced evidence against all the specific features, presenting an authentic snapshot of the research undertaken and the research processes used in order to come to a resolution to the research question
* focused on research questions that were succinct, resolvable, and facilitated exploration of various complex perspectives, refined in response to the research process
* planned and justified the selection of research methodologies and processes on the basis that they would resolve the research question, and increase the validity and reliability of the research as a whole
* showed a nuanced understanding of the complex ethical issues specific to their research question beyond simplistic, generic ethical considerations such as plagiarism and confidentiality
* were aware of their own possible biases as a researcher and specifically planned to manage the impact of these biases on their research processes
* utilised a broad range of primary and secondary information giving comprehensive coverage to all aspects of their question by analysing and exploring diverse sources of knowledge, ideas, and perspectives with extensive cross-referencing
* explored the validity, reliability, credibility, and currency of sources rationalising their significance in resolving the research question
* demonstrated the development and growth of knowledge and skills in several ways, including exploring ideas through extended reflections, development of interview questions that had been annotated, and revealed growth of subject knowledge or documentation of experimentation through graphs, tables, photographic evidence, or conceptual diagrams
* provided explicit evidence of the development of the research across the 10 pages, revealing the emergence of key findings as they occurred, and reflecting on the validity and reliability of their conclusions utilising cross-referencing and synthesising information from multiple sources
* clearly identified new and specific knowledge and skills related to the disciplines in which the research was undertaken and or the research direction of contemporary experts
* evaluated the success of their findings by obtaining feedback, which they reflected on, thereby providing evidence that there had been growth in their knowledge and skill development
* made explicit links between their chosen capability and the research undertaken; the capability was referred to multiple times across the evidence presented and became an intrinsic component of shaping the intention and direction of the research and student’s growth as a learner
* clearly showed both an ‘understanding’ and a ‘development’ of their chosen capability or capabilities with explicit evidence and examples of their development. The sophisticated development of one, or a maximum of two, of the capabilities was characteristic of a more successful folio.

The less successful responses commonly:

* did not establish any connection between the research question, the research, and their findings
* focused on questions with limited inquiry depth requiring descriptive rather than analytical answers
* demonstrated a limited generic understanding of research ethics and or generated questions that were ethically inappropriate, focusing on unsafe situations, abuse/trauma, dangerous experimentation, etc.
* limited question refinement to a recount of why topics were changed due to difficulties rather than focusing on evolving research
* provided limited evidence of planning other than a superficial and incomplete lotus diagram, brainstorm or planner that was generic and repetitive
* recounted generic processes rather than exploring, designing, and justifying all aspects of the research processes used, showing an awareness of what research methodologies were being engaged with and why
* provided many secondary source analyses (often taking up 8 of the 10 pages) which were commonly completed on a template that did not allow the student to show how the research was unfolding and developing
* included large sections of material (beyond useful planning evidence) which was theoretical or speculative, such as sets of interview questions for interviews that were never undertaken, or questions and answers for a survey where the results were negligible
* used the concepts of validity, reliability, and bias interchangeably with no real evidence of understanding of the terminology
* discussed sources in isolation, summarising information or providing simplistic annotations, indicative of gathering information and omitting analytical thinking
* addressed the chosen capability/capabilities only in the proposal or provided limited simplistic statements with little real evidence of growth in awareness of the nature of the capability and its contribution to the development of the research
* attempted to address multiple capabilities at a shallow or generic level with little relevance to topic or questions posed.

Assessment Type 2: Outcome

Both Research Project A and B assess the Assessment Type 2: Research Outcome, according to the same standard with identical assessment design criteria and performance standards. However, it is to be noted that the maximum word limit for Assessment Type 2: Research Outcome in Research Project A is 1500 words whereas if written, the maximum word limit for Assessment Type 2: Research Outcome in Research Project B is 2000 words (10 minutes and 12 minutes, respectively, for an oral presentation, with equivalents for multimodal forms).

Assessment Design Criteria

* Synthesis – S1, S2 and S3.

The more successful responses commonly:

* effectively prioritised and drew out meaning from the findings which were more prominent in the research rather than providing a superficial recount of all findings identified in the folio
* clearly identified an appropriate audience to target in relation to the research question and used language/format appropriate for the audience
* where a physical object or product was created, understood the product/substantiation relationship and the need to elaborate on how its creation was connected to research methods and results at each stage of development, including dynamic methods of referencing these sources through multimedia or visual techniques
* where a written answer to a question was created, emphasised the key ideas so that these logically built to a holistic emphasis or argument
* clearly articulated each key finding and then weighed evidence from a range of sources and perspectives, which supported the assertion of the prominence of the finding to their answer
* understood that every claim, argument, or opinion put forward needed to be substantiated (supported or justified) with credible evidence from a range of research or other authoritative sources
* carefully curated evidence to substantiate their key findings and discerningly selected sources where highly targeted and relevant sources of information were used
* used graphs, tables, images, etc. and referred to these visual elements thereby making these elements an additional layer to the level of substantiation
* meaningfully engaged with their research and, with their own voice, came to a resolution to the question; clear technical and topic specific language was used to create an authentic response
* used a consistent, clear, recognised referencing system throughout (and this included multimodal presentations where students utilised pop-ups or verbally articulated where they had gained the information within the content of their presentation)
* provided a well delineated conclusion that linked back clearly to the question, revealing the implications of the answer to their question with complexity and nuance
* identified the deeper significance of the Outcome by putting it in a broader context or by exploring how the question resolution provided a solution to an issue or contributed to the understanding of an important or unique phenomenon.

The less successful responses commonly:

* provided a collection of information or a series of facts and recount (summary of information) rather than a synthesis of the material
* provided personal opinions regarding the research question rather than evidence based on sources
* made exaggerated, emotive, or opinion-based remarks which detracted from the credibility of the findings
* overused high-level formal language which did not address the question or the criteria, demonstrating a lack of understanding instead of clarity
* demonstrated only a partial resolution to the research question (without acknowledging this) by including material that did not address the question
* confused synthesis with a restating or summary of identified information or facts without identifying any relationships, ideas, or significance; over relied on quotes in isolation from discussion
* restricted the capacity to provide insightful key findings by selecting a poor choice for the mode of their presentation
* organised their findings in a way that led to an unclear structure of the Research Outcome
* included images and data that were not referred to (and in some cases not relevant) and therefore did not support or enhance the line of argument and/or validity of the research
* provided little to no substantiation (and this included multimodal forms of outcomes)
* relied too heavily on the same few sources used continuously throughout the outcome
* contained inadequate referencing of a source at the end of a paragraph or page without discussion about the context or relevance of the source material or its author
* where a physical product had been produced, substantiation of its development and the research conducted to create it was not clearly articulated; more often implied than overt.

External Assessment

Teachers can elicit more successful responses by:

* ensuring that writing prompts do not direct students to include irrelevant material such as development of capabilities, or narrow students’ focus to a recount of activities undertaken in a formulaic manner
* directing students to personalise the detail of their Review or Evaluation with specific reference to their own research project topic, questions, and resources
* differentiating teaching of the RPA Review from the RPB Evaluation, especially when teaching both variations in a single classroom, and ensuring students are clear about which variant (and which sections) to focus on in their response.

Assessment Type 3: Review (Research Project A only)

The Research Project A Assessment Type 3: Review is distinctly different from the Research Project B Assessment Type 3: Evaluation which has its own distinct performance standards. Students are significantly disadvantaged by preparing material for the RPB Evaluation and submitting it as an RPA Review. While both versions of the Research Project may be taught in the same classroom, it is important for teachers and students to be aware of the different requirements for the external task and prepare their work in accordance with their enrolment.

The Review must begin with a Summary of 150 words. The purpose of the summary is to allow the marker to gain an overview of the student’s project, which provides useful context for the material to follow. Following the Summary, students produce a maximum 1500 word (or equivalent) Review of their knowledge and skills, decisions and actions and the quality of their Outcome.

Assessment Design Criteria

* Review — R1, R2, and R3.
* Synthesis — S3.

The more successful responses commonly:

* connected leaning not only to self but to the question being answered; this was then contextualised and discussed along with other learning
* discussed both knowledge and skills developed in response to their research question using distinct subheadings for each
* prepared their work following the requirements of the RPA Review, using headings related directly to the specific features being assessed and allocating equal word count (or equivalent) to each R1 R2 and R3 feature
* explicitly outlined the ways in which key knowledge relating to their chosen topic had grown and developed throughout their project and illustrated this with appropriate examples
* highlighted theoretical and/or practical skills associated with the discipline they were working in and clearly explained how these skills were attained and developed through the course, connecting these skills clearly to the development of the research question and their success in conducting their research
* focused on challenges and opportunities specific and unique to their research project. Challenges and opportunities were explicitly stated and identified instead of marker making an implicit inference
* clearly outlined the specific actions they took when faced with challenges and/or opportunities; briefly outlined the challenge and/or opportunity, and stated the decision made in response, focusing on how their decisions influenced the resolution of their question through examining its impact on their research development, and illustrated this with clear, relevant examples
* went beyond challenges that may have been experienced by all students (such as time management, motivation, availability of sources, workload etc) and focused on those specific to their project, methodologies and or ethical considerations of their specific question
* focused on reviewing the quality of the Outcome, such as use of sources, lack of bias, use of specific terminology or information, rather than the process of making as evidenced in the folio
* utilised a range of vocabulary including varied qualifiers in their reflection on the quality of the Outcome realistically emphasising both its strengths and weaknesses
* discussed the relevance and significance of their findings in light of what they set out to do, articulating the features that influenced the overall value of their Outcome, including the extent to which the question had been answered
* where submitting a written response, used paragraphs to good effect, allowing them to organise their information logically and to communicate ideas accurately and coherently
* made use of the drafting and editing process to ensure effective communication
* where submitting multimodal evidence, included a detailed and informative commentary on the visual material indicating the extent of the research and answer to their individual question
* were explicit with authentic examples and not repetitive.

The less successful responses commonly:

* did not address R1, or did so only in a fleeting manner, as they instead presented material directed at E1 - evaluating the usefulness of the research processes used specific to the research question (which is part of the Research Project B Evaluation task)
* typically, only focused on either the knowledge or skills developed but did not discuss both
* limited their active word count by directly addressing the development of the capabilities which is not assessed
* recounted their research project in chronological order in its entirety rather than reviewing skills and knowledge, analysing key actions, and judging the quality of the Outcome as an answer to a question
* did not balance the word-count across the three specific features of R1, R2 and R3, often addressing specific feature R1 (review of knowledge and skills) extensively and giving only cursory treatment to R2 and R3 or omitting completely
* focused mainly on the development of practical skills which were only loosely connected to the research topic or focused entirely on superficial and often generic research skills only
* included generalised sentences which contained no detail or specific examples of the knowledge and skills under review (e.g. “My knowledge and skills grew as I did my research project, and this helped me come up with many important key findings.”)
* recounted the challenges and/or opportunities themselves in detail, rather than the decisions made, actions taken and impact of these actions
* focused on factors such as motivation, time management, difficulty in deciding on a focus for the project and sourcing information and experts not replying to emails rather than managing the challenges of research and knowledge development
* discussed the quality of their Outcome in terms of it being finished and meeting a word count, rather than in terms of what key findings it contained and how well it addressed the question
* used informal language or acronyms without explanation that obscured meaning.

Assessment Type 3: Evaluation (Research Project B only)

The Research Project B Assessment Type 3: Evaluation is distinctly different from the Research Project A Assessment Type 3: Review which has its own distinct performance standards. While both versions of the Research Project may be taught in the same classroom, it is important for teachers and students to be aware of the different requirements for the external task and prepare their work in accordance with their enrolment.

The Evaluation must begin with a Summary of 150 words. The purpose of the summary is to allow the marker to gain an overview of the student’s project, which provides useful context for the material to follow. Following the Summary, students produce a maximum 1500 word Evaluation of the quality of their research processes, decisions, actions, and Outcome.

Assessment Design Criteria

* evaluation — E1, E2, and E3
* synthesis — S3.

The more successful responses commonly:

* balanced the 1500 maximum word count evenly across E1, E2 and E3 specific features
* in the E1 section, evaluated a specific selection of two or three research processes with in-depth judgement statements, providing explicit examples of resources engaged with as part of the research processes to illustrate usefulness or limitations
* linked the success of the research process directly to the student’s research question and its specific nuances, framing evaluation of the strengths and limitations of process(es) without being contradictory
* accurately used research terminology (i.e. validity, credibility, reliability) to evaluate the use of processes without interchanging terms inappropriately or stacking them together without discrimination
* applied a range of qualifiers to rank their usefulness and limitations, such as ‘most useful’, ‘most reliable’, ‘less effective’, ‘pertinent’, ‘critical’, etc. with examples that related directly to their own question
* in the E2 section, made the decisions the central focus of discussion and identified this in the topic sentence, providing a brief summary of the challenge or opportunity without distracting from decisions and actions that followed
* provided specific evaluation of how the decision impacted upon the breadth and/or depth of the research and the quality (validity and or reliability) of the data or information it produced and/or the resolution of the question
* in the E3 section, explicitly evaluated the success of the Research Outcome by explaining how well the question was resolved, providing evidence to support this judgment
* clearly outlined the features which impacted on the quality of the Research Outcome including aspects such as: quality of the sources used, originality of the findings, forms of substantiation used, suitability of the findings for the intended audience, depth and breadth of the research, range of perspectives included, clarity of the findings, effect of the credibility, validity or reliability of source material, conciseness of the argument and resolution of the question
* had a balanced understanding of the usefulness of their Research Outcome and balanced judgements on its quality; the response was authentic and provided an honest and insightful evaluation
* organised information clearly into sections or paragraphs and made good use of proofreading strategies.

The less successful responses commonly:

* did not balance the word-count across the three specific features of E1, E2 and E3, often addressing specific feature E1 (Evaluation of the research processes used, specific to the research question) extensively and giving only cursory treatment to E2 and E3 or omitting completely
* in the E1 section, recounted the research processes in chronological order with few judgements or any evaluative discussion
* discussed irrelevant processes such as planning or basic actions (i.e. highlighting sources)
* did not provide specific examples of resources accessed within processes and their value
* featured broad statements about generalised processes such as ‘using the Internet’
* used terms such as ‘validity’, ‘reliability’, ‘bias’, and ‘credibility’ interchangeably, or misused these terms
* misunderstood research methodologies and provided inaccurate, or incorrect assessments (i.e. citing all government resources as being without bias)
* made judgments on research processes without providing supporting evidence
* established no connection between the research methodologies and findings and their research question
* mentioned how the research process enhanced the development of the capability (which is not an assessable feature in this assessment type)
* in the E2 section, focused on the challenge or opportunity, instead of the decision and the consequences of each decision, specific to the research processes used
* focused on generic and non-specific challenges and opportunities that can be applied to any research project such as lack of initiative, wasting time, lack of organisation, being able to choose a topic of personal interest as an opportunity
* recounted a series of decisions, without evaluating their significance or the impact that it had upon the broader research outcomes
* discussed general hardships (time management, loss of data, motivation, shyness) rather than challenges pertaining to the generation of data
* in the E2 section, overly focused on the value of the research Outcome to themselves or made generalisations about its usefulness that were overstated
* focused on the design or format of the Research Outcome, rather than the quality of their resolution to the research question
* focused on the Research Project as a whole, recapping research processes without explaining how the Outcome was impacted
* repeated content across paragraphs
* used conversational or incomplete writing styles without adequate proofreading.

General

During 2024, there were no subject adjustments to the assessment task types or number of assessments in Research Project A and B. Advice was issued instead about using the flexibilities already existing in this subject to ensure that student projects were manageable in size and scope.