**Stage One Research Practices**

**Assessment Type 2: Source Analysis**

**Exploring Research Skills- Development**

***Purpose:***

***Students are to analyse one of the research instruments they have produced for their folio. They will critically consider the purpose of the instrument, the usefulness of the instrument, the limitations of the instrument and the appropriateness of the instrument for the student’s research question.***

***Learning Requirements***

* Consider the appropriateness, uses, and limitations of specific sources

***Method***

1. Students select one of the Research Instruments that they have produced (interview, survey, fieldwork etc)
2. Students are to critique their Instrument, considering the **purpose, usefulness** **and limitations**.
3. Students are to consider the **appropriateness** and **effectiveness** of the Research Instrument for their particular research question.
4. Students must comment on the **specific elements** that they included in their creation. This may include the language features, layout, visuals, tone, type of data collected, style of questioning etc.

Potential Layout for the Critique is as follows:

|  |  |
| --- | --- |
| Introduction | Describe the Research Instrument produced, intended audience and purpose |
| Paragraphs | Type of data collected  Specific elements of the Research Instrument (Describe where applicable)  *Examples could include:*   |  |  | | --- | --- | | * Language | Experimental method | | * Layout | Choice of fieldwork method | | * Visuals | Time/place of observations | | * Style of questions | Tone | | * Sample size | Accuracy of data | | * Variables |  |   **Effectiveness** of Research Instrument in collecting information  **Appropriateness** for the research topic i.e. *did it collect valid information*?  **Usefulness** of Research Instrument – *were there any problems / challenges*? |
| Conclusion | Summary of effectiveness of this product and where it is most applicable. |

***Assessment Conditions***

A 500 word multimodal, oral or written analysis that reflects critically on the Research Instrument produced.

Performance Standards for Stage 1 Research Practices

Source Analysis Task One

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|  | Knowledge and Understanding | | Development | Analysis |  |
|  |  | | |  | |
| A | KU1 Comprehensive knowledge and understanding of the purpose of research.  KU2 Thorough knowledge and understanding of relevant research approaches for a variety of purposes. | D1 Thorough development of specific research skills. | | A1 Insightful consideration of the nature, uses, and limitations of sources.  A2 Insightful interpretation and analysis of information and data. |  |
| B | KU1 Detailed knowledge and understanding of the purpose of research.  KU2 Detailed knowledge and understanding of relevant research approaches for a purpose. | D1 Effective development of specific research skills. | | A1 Detailed consideration of the nature, uses, and limitations of sources  A2 Effective interpretation and analysis of information and data. |  |
| C | KU1 Knowledge and understanding of the purpose of research.  KU2 Knowledge and understanding of different research approaches. | D1 Satisfactory development of specific research skills. | | A1 Satisfactory consideration of the nature, uses, and limitations of sources.  A2 Satisfactory interpretation and analysis of information and data. |  |

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| --- | --- | --- | --- | --- |
| D | KU1 Superficial awareness of the purpose of research.  KU2 Some recognition and awareness of research approaches. | D1 Partial development of specific research skills. | A1 Superficial consideration of the nature, uses, and limitations of one or more sources.  A2 Some interpretation and analysis of information and data. |  |
| E | KU1 Basic identification of the purpose of research.  KU2 Identification of a limited number of research approaches. | D1 Attempted development of some research skills. | A1 Basic attempt at consideration of the nature, uses, and limitations of a source.  A2 Basic attempt at interpretation and analysis of information and data. |  |