



PROJECT ACHIEVE

Templates and Exemplars

The South Australian National Disability Coordination Officers (NDCOs) developed these Templates and Exemplars in collaboration with teachers across various school sectors, they have been designed for teachers to use along with the Project Achieve resource.

PROJECT ACHIEVE

SACE RESEARCH PROJECT REQUIREMENTS

Students are expected to:

1. generate ideas to plan and develop a research project
2. understand and develop one or more capabilities in the context of their research
3. analyse information and explore ideas to develop their research
4. develop specific knowledge and skills
5. produce and substantiate a research outcome
6. review their research

Notes:

RESEARCH PROJECT A				
EVIDENCE OF LEARNING	ASSESSMENT	TYPE OF ASSESMENT	RESEARCH FRAMEWORK	ELEMENTS
FOLIO	30%	School Based Assessment	Initiating and Planning the Research	Topic Choice
				Refine Topic
				Identify Capability
				Consider Ethics
				Plan Research
				Write Proposal
			Conducting the Research	Conduct Research
				Annotate Research
				Analyses Research
				Research Discussion
RESEARCH OUTCOME 1500 words	40%	School-Based Assessment	Presenting the Research	Producing and substantiating the research outcome
REVIEW	30%	External Assessment	Reviewing the Research	Reviewing the research process and their own progress through it

RESEARCH PROJECT B				
EVIDENCE OF LEARNING	ASSESSMENT	TYPE OF ASSESMENT	RESEARCH FRAMEWORK	ELEMENTS
FOLIO	30%	School Based Assessment	Initiating and Planning the Research	Topic Choice
				Refine Topic
				Identify Capability
				Consider Ethics
				Plan Research
				Write Proposal
			Conducting the Research	Conduct Research
				Annotate Research
				Analyses Research
				Research Discussion
RESEARCH OUTCOME 2000 words	40%	School Based Assessment	Presenting the Research	Producing and substantiating the research outcome
EVALUATION	30%	External Assessment	Evaluating the Research	Evaluating the research process and their own progress through it

RESEARCH PROJECT: MODIFIED					
(For students undertaking modified subjects within SACE)					
EVIDENCE OF LEARNING	ASSESSMENT	TYPE OF ASSESMENT	RESEARCH FRAMEWORK	ELEMENTS	
Planning the Project	All assessment is graded against student's individual goals	All assessment is school based	Initiating and planning the research	Topic choice	
Carrying out the Project				Refine topic	
				Identify capability	
				Consider ethics	
				Plan research	
				Write proposal	
			Communicating the Outcome	Conducting the research	Conduct research
					Annotate research
Analyses research					
Research discussion					
Reflecting on the Project			Presenting the research	Producing and substantiating the research outcome	
				Reflecting on the project	Reflecting on research, skills developed, knowledge gained

What are the likely costs?

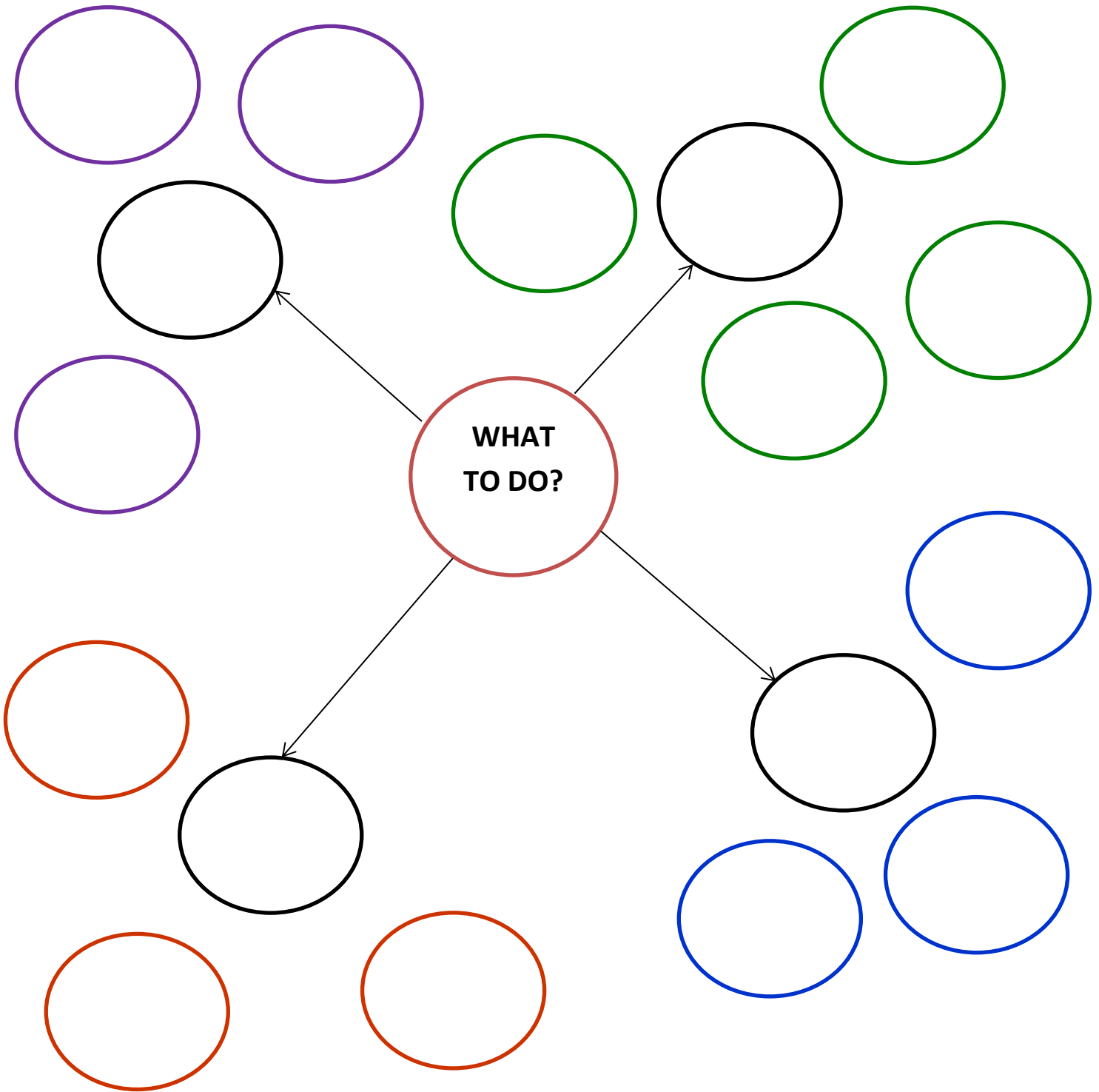
If I am eligible for subsidised training through Skills SA, my course will be subsidised.

I will have to pay for my tools and work clothes.

My course fees will be covered as part of the contract of training.

RESEARCH TOPIC EXAMPLES:
Planning my transition from school to work
Planning my transition from school to study
What are my study options after school?
What steps do I need to take to transition to my adult life?
If I want to work in "-----" "what do I need to prepare, and what pathways can I take?"
If I am having a gap year, what do I need to consider?
How do I need to plan to attend Uni / TAFE next year, including how to enrol and how to access reasonable adjustments, accommodations and student support services?
What are my post school options in South Australia?
Who can help me plan and implement my post school options?
Create a profile of my skills, knowledge and capabilities for employment
Developing a Career Plan
Preparing to move out of home.
Develop a guide for young people leaving school
What is involved in planning a career?
How to get my Ls and Ps

MIND MAP



FOCUSING & DEFINING THE ISSUE	
What is the topic? (Define the topic in one or two sentences)	
Why is your topic important?	
What do you know about the topic?	
What do you think you will discover and learn if you research this topic?	

FOCUSING & DEFINING THE ISSUE cont.

What do other people think about the topic?

Where can you find out more information about the topic?

What strategies will you use to research your topic?

What steps will you use to research your topic?

RESEARCH PROJECT CAPABILITIES			
CAPABILITY	WHAT DOES THIS MEAN?	WHY IS THIS CAPABILITY IMPORTANT TO YOUR TOPIC?	RATE FROM 1-5
Literacy			
Numeracy			
Information and Communication Technology			
Critical and Creative Thinking			
Personal and Social Capability			
Ethical Understanding			
Intercultural Understanding			

INTERVIEW RECORD	
WHO	
WHEN (Date)	
WHERE	
TIME (Start – finish)	
QUESTION 1.	
ANSWER	
QUESTION 2.	
ANSWER	
QUESTION 3.	
ANSWER	
QUESTION 4.	
ANSWER	
QUESTION 5.	
ANSWER	
QUESTION 6.	
ANSWER	
ANY OTHER INFORMATION	

RESEARCH PROJECT PLAN			
STEP	ACTION	OUTCOME	TIME FRAME
1			
2			
3			
4			
5			
6			
7			
8			
9			
10			
11			
12			
13			
14			
15			
16			

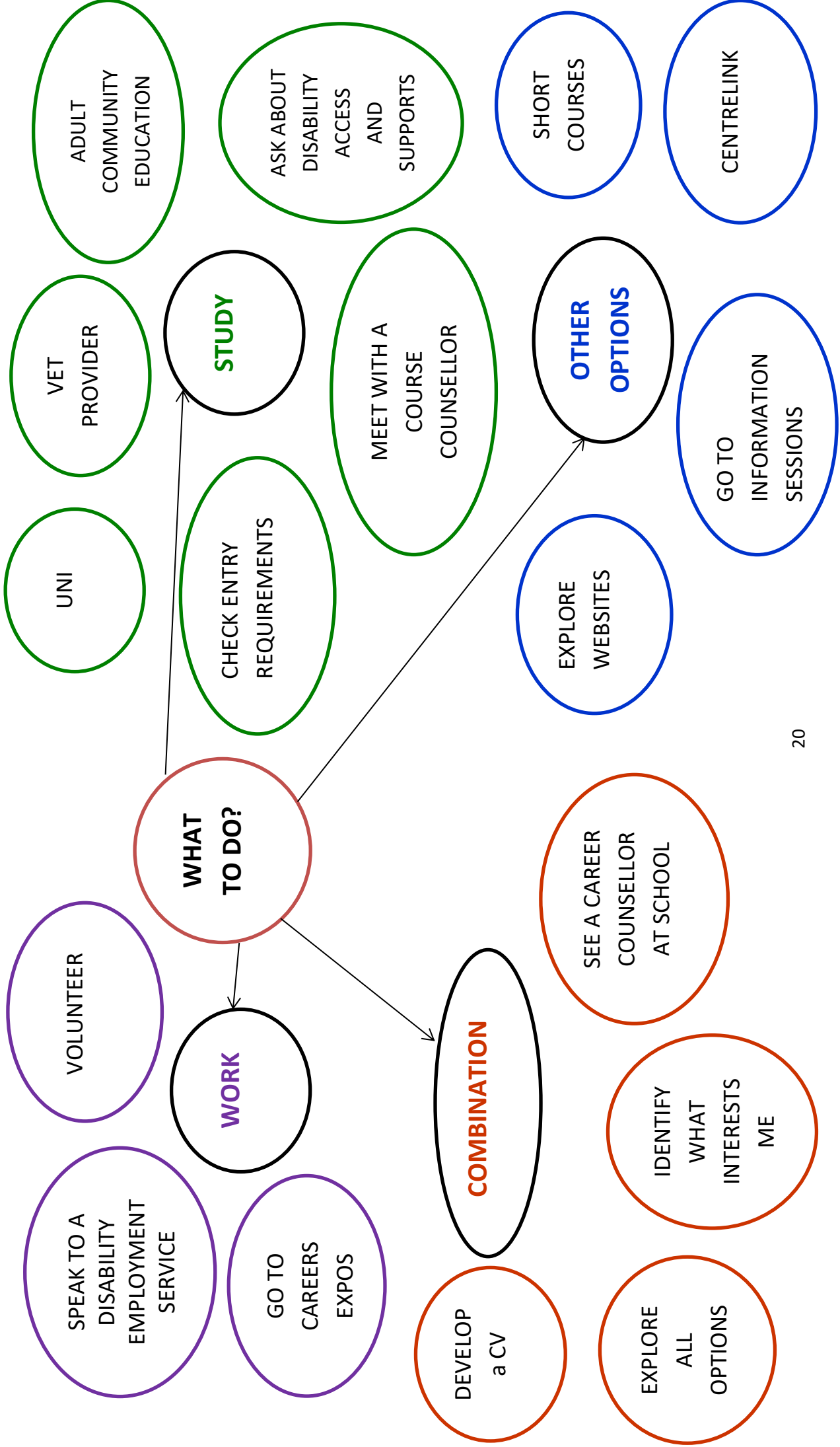
REPORT TEMPLATE	
INTRODUCTION	Introduce your topic
BACKGROUND	What is your topic about?
RESEARCH AIMS	What did you aim to do?
ETHICS	What ethical considerations did you need to make?
PLAN	What steps did you take to complete your research?
METHODS OF RESEARCH	What methods of research did you use?
	How did you record your research?
RESULTS	What did you find out?
ANALYSIS	Why is this information important?
EVALUATION	Were your methods and plan helpful in researching your topic?
CONCLUSION	Summary of key points
ATTACHMENTS	<p>Extra documentation you have</p> <p>For example:</p> <ul style="list-style-type: none"> • Mind Map/Lotus Diagram • Research Record • Interview Records
BIBLIOGRAPHY	A record of the resources you used

EVALUATION RESEARCH PROJECT	
SCHOOL ID:	
SACE NUMBER:	
WRITTEN SUMMARY	
Summary of your Research Project	
Outline the aims of your research	
Explain where and how you got your information	
Describe the project outcome	
What did you learn from the process of researching?	
ASSESSMENT	
Evaluation of your research processes	
Evaluation about your chosen capability	
Reflection on your research Outcome <ul style="list-style-type: none"> • What worked and didn't work? • What did you do well? • What could you have done differently? 	
Conclusion	

RESEARCH PROJECT CHECKLIST		
Requirements	Yes/No	Comments/Feedback
I have information about the Research Project		
I have talked to others who have completed the Research Project		
I have talked to my family/friends about my topic		
I have chosen my research topic		
I have reviewed and refined my research topic		
I have explored the Capabilities		
I have decided which Capability I will focus on		
I have explored research method		
I have considered the ethics of my research		
I have a research plan		
My research proposal is written		
I have conducted my research		
I have recorded my research		
I have annotated and analysed my research		
I have discussed my research with my teacher		
I have produced a research outcome		
I have chosen and submitted my pages for the folio		
I have reviewed my research		
I have completed my bibliography		
I have written my evaluation		

RESEARCH PROJECT VOCABULARY			
plan	describe	adopt	map out
evaluate	examine	agree	orchestrate
analyse	design	choose	organise
research	discover	conclude	outline
explore	plot	contemplate	plot
classify	sort	conceptualise	prepare
plan	form an opinion	consider	program
design	judge	reflect	schedule
devise	resolve	determine	calculate
draft	select	estimate	hypothesize
develop	summarise	investigate	study
identify	examine	assess	compare
elaborate	invent	create	highlight
explain	measure	disprove	recommend
reason	outline	survey	interview
construct	devise	make	produce
structure	journal	present	illustrate
demonstrate	simulate	record	implement
interpret	synthesise	compile	data
evidence	document	support	project
appraise	establish	build	

MIND MAP



LOTUS DIAGRAM

Career Counsellor	Ideas	Written				Like working with hands	Like people	Cars
Online tests	Plans	Verbal				Apprenticeship	Why	Racing
Career Map	Templates	Guided				Like problem solving	Help Family & Friends	Got my own car
			Plans	What	Why			
			Options	Career Planning	How			
			Where	When	Who			

RTO	GTO	Local					Do I meet the Entry Requirements? Can I access reasonable adjustments?	Contact Centrelink about finances	Do I have to do anything first?
TAFESA	WHERE	Regional					Speak to TAFESA Student Services or an RTO	WHO	Contact Australian Apprenticeship Support Network
Small	Medium	Big							
			Straight from school	Next intake?	Is there a cut-off date to apply?				
				WHEN					

FOCUSING & DEFINING THE ISSUE	
What is the topic? (Define the topic in one or two sentences)	Planning my career path after school in the car. industry
Why is your topic important?	<p>I am really interested in cars; this is my passion and I think I have some skills and knowledge that would be valuable.</p> <p>It is also important because I will finish school at the end of the year, and I need to begin exploring what options I will have after school and start to plan what I need to do to transition.</p> <p>Mum, Dad and my teachers are saying it is important for me to start planning because there might be cut off dates, or I might have to work out a different pathway if I can't meet the entry requirements.</p>
What do you know about the topic?	<p>I know a lot about cars and mechanics because my uncle is a mechanic.</p> <p>I have been doing a Certificate 1 in Automotive Vocational Preparation at the Trade School and I know I like what I am doing but I am not sure what else I can do.</p> <p>I know that there are counsellors who help you sort out your career, but I am not sure how to find one</p>
What do you think you will discover and learn if you research this topic?	Who I can talk to about my options, and training/employment pathways?
What do other people think about the topic?	My teacher thinks this is a good topic for me to look at, and my mum and dad say it's a good thing to do.
Where can you find out more information about the topic?	<p>Careers Expos</p> <p>TAFE SA</p> <p>My Uncle and his workers</p> <p>Motor Trade Association</p> <p>School</p>

FOCUSING & DEFINING THE ISSUE

<p>What strategies will you use to research your topic?</p>	<p>Talking to people in the industry</p> <p>Internet Searches</p> <p>Brochures</p> <p>Research my disability support and accessibility requirements</p>
<p>What steps will you use to research your topic?</p>	<p>Decide on my topic and capability for my project</p> <p>Create a research plan</p> <p>Do the research, e.g., like interviews</p> <p>Record my research</p> <p>Write a report</p> <p>Talk to my teacher about my ideas and what I have written</p> <p>Understand my disability support and accessibility needs around my chosen topic</p> <p>Evaluation</p>

RESEARCH PROJECT CAPABILITIES			
CAPABILITY	WHAT DOES THIS MEAN?	WHY IS THIS CAPABILITY IMPORTANT TO YOUR TOPIC?	RATE 1-7
Literacy	The way I write and understand written information	If you want to work you have to have written skills to read instructions, labels and follow manuals	2
Numeracy	The way I do maths	If you want to work with cars you need to know about how to calculate amounts of petrol, oil and revs, electronics and to write car service reports	1
Information and Communication Technology	This is about using computers and equipment	In the car industry you have to work with equipment to check the electronics of the cars and to test components	4
Critical and Creative Thinking	Thinking about how to solve a problem	If a car has a problem, then you need to work out how to fix it	5
Personal and Social Capability	How you communicate and interact with other people What disability support and accessibility requirements do I have?	Even though you are working with cars you also have to work with staff and customers for example, you need to discuss with customers what's wrong with their car and how much it is going to cost to fix it To work with cars and interact with people you may have some areas of support that are relevant to your disability, it is important that you understand your accessibility requirements and know how to discuss them with your employer For example, large print books or books in PDF to help you read better	3
Ethical Understanding	How I think about things and my opinions.	At work you have to do certain things because it is the right thing to do	6
Intercultural Understanding	Working with people from other countries.	You will work with all sorts of people, and you have to get along	7

RESEARCH PROJECT PLAN			
STEP	ACTION	OUTCOME	TIME FRAME
1.	Write my Proposal	350 words	February
2.	Do some internet research	Research Log	February - March
3.	Decide who to Interview	Consultation Map	March
4.	Write Interview Questions	10 Questions	March
5.	Organise Interviews	1-3 Interviews	March
6.	Conduct /Record Interviews	Recordings	March - April
7.	Write Up Interviews	Summaries of Interviews – 350 words each	April
8.	Go to Apprenticeship Centre and find out about apprenticeships	Collect brochures/Information	April
9.	Attend Career Expo	Collect brochures/ information and record information from talking to people	May
10.	Speak to Career Counsellor	Record information from talking to people	May
11.	Speak to disability support staff and mentors	Record your disability access requirements	May
12.	Draft a Career Plan Template	Career Plan Template	May
13.	Fill out my Career Plan	Career Plan	May
14.	Write my Report	Report	June
15.	Check back with my teacher about my report and get feedback	Written Feedback	June
16.	Select pages for my Folio	10 pages	June
17.	Evaluation	1500 words	June

RESEARCH LOG

DATE	SEARCH ENGINE	SEARCH TERM	SELECTED LINK	WHAT DID I FIND OUT?	HOW CAN I USE IT?	OTHER POTENTIAL LINKS?	COMMENTS
2/4/	MS Edge	Apprentice Pathways	https://www.aapathways.com.au/	This website has information for school students studying apprenticeships	To find out about apprenticeships and entry level training	Steps to an apprenticeship and work ready quizzes	Good for starting out
2/4/	Bing	Car Industry Careers	http://www.motorstaff.com.au/	Recruitment Agency for car industry not much about courses	Not for starting out but when you have got qualified and experience	No links to other sites	Not really helpful
2/4/	Bing	Car industry careers south Australia	http://www.autorecruit.com.au/	Recruitment Agency for car industry not much about courses	Not for starting out but when you have got qualified and experience	No Links to other sites	Not really helpful but used term Motor Trade Industry
2/4/	Bing	Motor Trade Industry South Australia	http://www.mta-sa.asn.au/	The website has a whole section about Automotive Apprenticeships including Motor Mechanics, Diesel Mechanics, Vehicle Painting, Panel Beating and how to apply. It also has information on events, training qualifications and contact details	I could potentially interview someone from MTA or make an appointment to explore my options	They have links to news and publications which might be helpful	Really useful

CONSULTATION MAP

WHO CAN I CONSULT?	WHAT IS THEIR INTEREST IN THE ISSUE?	WHY CONSULT THEM?	WHAT DO I WANT TO KNOW FROM THEM?	HOW SHOULD I CONSULT THEM?
Uncle George	He has 35 years' experience as a mechanic running his business	He can tell me about the realities of the business and how it has changed	I want to know what he looks for when employing an apprentice and what does he expect Can he recommend any training organisations?	Interview
MTA Training Coordinator	They have apprenticeship and training options and support the Motor Trade Industry	They can outline the relevant pathways, qualifications and requirements	Potential pathways, qualifications and requirements	Phone conversation first and a follow up interview
Skills SA	Providing information about VET Training in SA that leads to employment	They can outline the relevant pathways, qualifications and requirements and considerations	Training Organisations and potential pathways, qualifications and requirements	Counselling Session/Interview
The Australian Apprenticeship Support Network (Apprenticeship Network)	Apprenticeship Network providers give personalised advice and support services from pre-commencement to completion	To identify support available including the Disabled Australian Apprenticeship Wage Support Program (DAAWS)	Information and advice on disability support and access strategies	Check the Australian Apprenticeship Support Network, and DAAWS websites for who to phone for information

INTERVIEW RECORD	
WHO	Uncle George
WHEN (Date)	Monday 16 th March
WHERE	George's Garage, Torrensville
TIME (Start - Finish)	5.30pm -6.40pm
QUESTION 1	Tell me how you got started as a motor mechanic
ANSWER	I wanted to leave school and my parents said I would need to have a job, so I went down to the local mechanics and asked if they wanted to take me on. Mum and Dad thought this was a good job, so they supported me, but I had to finish the year at school before I started
QUESTION 2	What skills, knowledge and attitudes do you think people need to have to become a motor mechanic?
ANSWER	They do need to be good with their hands, but they also need to be good at problem solving and maths. You have to be ok with getting dirty and working in tough conditions. You have to work hard, and it is very physical with long days. You have to be patient and methodical
QUESTION 3	What do you expect form your Apprentices?
ANSWER	I expect apprentices to be able to listen, to follow instructions, to complete jobs that they have been given and be prepared to start with the simple tasks, to ask questions and take initiative
QUESTION 4	What do you expect from your mechanics?
ANSWER	A good work ethic, to be thorough and professional in their work, to get along with each other and have pride in their work. I want them to keep building their skills and be able to communicate effectively with customers
QUESTION 5	What is challenging about the job?
ANSWER	The ever-changing nature of the mechanics and developments. Keeping up with new technology and still understanding the old. Its hard work
QUESTION 6	What advice would you give young people thinking about becoming a motor mechanic?
ANSWER	Explore all your options. Get some hands- on work experience so you can see if you like it. Remember that when you are an apprentice the wages aren't high but when you are qualified the pay is good
ANY OTHER INFORMATION	Is there anything else you want to add?
ANSWER	I am very interested in becoming a mechanic, so I think this will be a great opportunity to learn

REPORT TEMPLATE	
Introduction	Introduce your topic
Background	What is your topic about?
Research Aims	What did you aim to do?
Ethics	What ethical considerations did you need to make?
Plan	What steps did you take to complete your research?
Methods of Research	What methods of research did you use?
	How did you record your research?
Results	What did you find out?
Analysis	Why is this information important?
Evaluation	Were your methods and plan helpful in researching your topic?
Conclusion	Summary of key points
Attachments	<p>Extra documentation you have</p> <p>For example:</p> <ul style="list-style-type: none"> • Mind Map/Lotus Diagram • Research Record • Interview Records
Bibliography	A record of the resources you used

EXAMPLE RESEARCH PROJECT OUTCOME:**MY CAREER PLAN – MOTOR MECHNIC**

NAME: John Smith

DATE:

What is my employment goal?

To become a motor mechanic.

Which course meets these goals?

Certificate III in Light Vehicle Mechanical Technology

Which education institutions run this course?

MTA – Group Training Organisation

TAFESA – Registered Training Organisation

How will this course help me to achieve my goals?

These courses are run in conjunction with an apprenticeship.

What are the entry requirements?

At least successful completion of Year 11 but completion of Year 12 is preferred.

Do I have prior knowledge, skills or experience?

Some work experience in the industry and participation in an auto pre-vocational course is desirable. There is also an expectation that it will help me if I have done some maths. A driver's licence is also helpful but not essential.

I already have my Learners Permit and hope to have achieved my P Plates by January next year.

How do I apply for this course?

If I choose MTA, I will need to apply directly via the online form on the website:

<https://mtaofsa.com.au/apply-for-an-apprenticeship>

Or I need to contact an Apprenticeship Network Provider (ANP) about providing an employer willing to take me on, and they will assist me to apply to TAFESA.

<https://www.aapathways.com.au/job-hunting/service-provider-search?tab-test1=0>

When is the closing date for applications?

Applications are taken all through the year, but I must have an up-to-date CV and have made contact with the Apprenticeship Network Provider.

As I want to start in January next year, I will need to contact the Apprenticeship Network Provider in terms 3 and 4 of this year to start the process.

What are the requirements of an Apprenticeship?

An apprenticeship usually takes 3-4 years and is a combination of work and study. Essentially it is a full-time job.

In what study mode(s) is the course offered?

I will be studying in blocks of 2 weeks and the rest of the time I will be on the job at my employer.

EXAMPLE RESEARCH PROJECT OUTCOME cont.

Will I have to change where I live if I attend this education institution?

The courses are run at Royal Park and Regency Park, so I will not need to move as I can get there by public transport to start with and when I get my license, I will be able to drive there.

What if I need learning support during my course?

Both organisations have student and learning support services I can use, but I will need to tell them if I need support and/or accommodations. The Disabled Australian Apprenticeship Wage Support (DAAWS) can also provide wage support for my employer and extra learning support for me if I discuss my requirements when registering for the apprenticeship.

DAAWS

<https://www.australianapprenticeships.gov.au/aus-employer-incentives>

VET Readiness Orientation (VETRO)

VETRO is an induction, and orientation to VET, to ensure school students enrol in a course with a Registered Training Organisation(RTO) that is right for them. VETRO will also help plan personal and learning support that I may need.

VETRO at TAFE SA is offered by Student Support Services.

<https://www.tafesa.edu.au/apply-enrol/secondary-school-courses/vet-readiness-orientation>

If I am enrolled in a course with a RTO that is not TAFE, I can ask about Learner Support Services to help me access support I may need when I transition to the apprenticeship. I can receive this support up to twelve weeks after I finish my course to help me move into employment.

<https://skillscommission.sa.gov.au/apprenticeships-and-traineeships/apprentices-and-trainees>

What are the likely costs?

If I am eligible for subsidised training through Skills SA, my course will be subsidised. I will have to pay for my tools and work clothes, but my course fees will be covered as part of the contract of training. The wages for an apprentice are low so I will need to check if I can stay at home with mum and dad while I finish my training.

Is there any financial assistance (e.g., scholarships, grants or government payments) available?

Yes, there is. I might be eligible for support such as Trade Support Loans.

<https://www.australianapprenticeships.gov.au/aus-apprenticeships-incentives>

Information about a range of scholarships available to students, and eligibility criteria can be found on the TAFE SA student website <https://students.tafesa.edu.au/fees-enrolments/scholarships-grants>

I may also be eligible for the Living Away from Home Allowance or Youth Allowance, ABSTUDY and other Centrelink payments:

I need to check out Centrelink to find out what I may be eligible for:

<http://www.humanservices.gov.au/customer/themes/students-and-trainees?from=theme-bar>

EVALUATION RESEARCH PROJECT	
SCHOOL ID: 007	
SACE NUMBER: S123456	
WRITTEN SUMMARY	
Summary of Your Research Project	My project was about developing a Career Plan for becoming a mechanic. I needed to explore the range of pathways and options about becoming a mechanic through training and employment
Outline the aims of your research	The aim was to develop a written plan about what steps I would need to take to become a mechanic when I leave school and what I might need to do at school to improve my options
Explain where and how you got your information	I interviewed a range of people who work in the motor trade industry and people who provide training to become a motor mechanic. I also did a range of research on the internet and by visiting information centres and events like the Careers Expo
Describe the project outcome	My outcome is a 4-page written plan with timeframes that show me each step I need to take, when I need to do them and what I need to do at each step
What did you Learn from the process of researching	I learned that getting an apprenticeship is more involved than I first thought and that mapping out all that is required has helped me to know and understand more about what I need to do
ASSESSMENT	
Evaluation of your research processes	<p>The process of researching was very challenging. It was a lot harder than I thought it would be. The researching on the internet was more difficult than I thought, especially because some of the searching did not necessarily get good results or give the information I was looking for. I had to develop better strategies for my research, and I realised that talking to the teachers and librarians regularly helped me improve my research skills. When I first started interviewing people, I was very nervous, especially if I didn't know the person. Talking to them on the phone first made it easier when I actually met them</p> <p>The research planning felt like it took a very long time and I just wanted to start interviewing and researching. Now when I look back it was helpful to do all the planning and preparation and I could check back if I was on track. I had to change things as I went along as well because what I thought I could do wasn't necessarily achievable, especially in the time frame I had. I had to keep reviewing my plan and my work and I couldn't get behind</p>

EVALUATION RESEARCH PROJECT cont.	
<p>Evaluation about your chosen Capability</p>	<p>My chosen capability was about Personal and Social Capability which is about developing a sense of personal identity and reviewing and planning personal goals. This capability fit well with my project which was about my future life goals and how to achieve them</p> <p>My project helped me identify what things I need to develop to become a motor mechanic including my personal skills and abilities, as well as my academic skills and abilities. My project taught me more about what expectations an employer would have of me and what rights and responsibilities I would have as an employee</p> <p>It also provided me with an opportunity to explore what learning opportunities I could have after school, and how this relates to what I am doing at school and the importance of my work experience. I had to interact with many different people and build my confidence in making phone calls and talking to people I didn't know. This has helped me be more confident in my communication skill</p> <p>I also met a whole range of people who have different roles to play in the motor trade industry. This was good for me because I didn't understand how many different roles there were, and I had to interact and communicate with all of these people</p> <p>These contacts will be valuable in the future and might be able to help me make my plan become a reality. They also provided me with lots of information that helped me make informed decisions about what I wanted to do and about how I could achieve my goals. So, it was a good way to learn about making decisions based on evidence</p>
<p>Reflection on Your Research Outcome</p> <ul style="list-style-type: none"> • What worked and didn't work • What did you do well? • What could you have done differently? 	<p>Having a written plan is a really good outcome as I now have a road map of what I need to do as school finishes. I think the plan is good but there are some things that might not happen, so I have to think more about what else I can do and who can I go to if I have a problem</p> <p>So, when I started to write up my plan, I should have developed a plan that has extra options and pathways so that if my main plan doesn't work, I know what to do</p>
<p>Conclusion</p>	<p>Overall, the research project has been an excellent experience for me. I feel more confident about my skills and my choices for the future</p> <p>The research project has helped me to better understand the process of research and the importance of planning</p>

RESEARCH PROJECT CHECKLIST		
Requirements	Yes/No	Comments/Feedback
I have information about the Research Project and understand what I have to do	Yes	Remember to ask the teacher if I am unsure about any stage
I have talked to others who have completed the Research Project	Yes	My sister and her friend and I went to the Research Project Expo at Wayville
I have talked to my family/friends about my topic	Yes	Mum and Dad think it is sensible Uncle George said he would help me
I have chosen my Research Topic	Yes	Developing a career plan to become a motor mechanic
I have reviewed and refined my Research Topic	Yes	The teacher has talked to me about how to shape my topic a little more
I have explored the Capabilities	Yes	I need to keep checking back with my teacher about this
I have decided which Capability I will focus on	Yes	Personal and Social Capability
I have explored Research Methods	Yes	Just starting to look at these and learning about different ways to do research in class
I have considered the ethics of my research	Yes	Yes, I will need to be careful about confidentiality when interviewing people
I have a Research Plan	Yes	Done
My Research Proposal is written	Yes	Adjusted proposal based on feedback from the teachers
I have conducted my research	Yes	All done but I couldn't do a couple of things
I have recorded my research	Yes	Record Sheets
I have annotated and analysed my research	Yes	I needed some help from the teacher to do this
I have discussed my research process and outcome with my teacher	Yes	Done
I have produced a research outcome	Yes	Career Plan written
I have reviewed my research	Yes	I went through to check I had everything together and filled in any gaps
I have chosen my pages for the folio	Yes	I worked with the teacher to decide which were my best examples
I have completed my bibliography	Yes	I got some help from the librarian and my teacher
I have written my Evaluation	Yes	Submitted

Notes



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Notes



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