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| VCE Extended Investigation: School-assessed Coursework 2025  Unit 3 Outcome 3: WRITTEN RESEARCH PLAN | | | | | | |
| **Assessment criteria** | **Levels of Performance** | | | | | |
| **N/S** | **1–2 (very low)** | **3–4 (low)** | **5–6 (medium)** | **7–8 (high)** | **9–10 (very high)** |
| 1. **Explanation of the planned research** |  | Limited summary of key arguments and findings from readings and/or other resources. | General summary of key arguments and findings from readings and/or other resources. | Critical account of key arguments and findings from readings and/or other resources. | Critical synthesis of key arguments and findings from readings and/or other resources. | Critical evaluation and synthesis of key arguments and findings from the research literature. |
| Limited explanation of the planned investigation or its connection with existing research. | Some explanation of the planned investigation and its connection to existing research. | Some reasoning for the planned research in the context of the research field and for any adjustment to the research question. | Clear indication of the expected value of the planned research in the context of the field and explanation of any refinement to the research question. | Sound case for the value of the planned research in the context of the field and explanation of any refinement to the research question. |
| 1. **Justification of selected methods** |  | Limited understanding of the selected research methods or how they are used in practice. | Some understanding of the selected research methods and how they are used in practice. | General understanding of the selected research methods and how they are used in practice. | Thorough understanding of the selected research methods and how they are used in practice, including their suitability for the planned investigation. | Comprehensive understanding of the selected research methods and how they are used in practice, including their suitability for yielding data. |
| Little consideration of possible ethical issues or sources of bias in thinking about the research question or methods. | Some consideration of possible ethical issues or bias in thinking about the research question or methods. | General consideration of possible ethical issues or sources of bias in the research question or methods. | Critical consideration of possible ethical issues or sources of bias in the research question or methods. | Critical consideration of how anticipated ethical issues or sources of bias may be addressed. |
| Limited understanding of the types of analysis needed to evaluate the evidence and/or data to be gathered. | Some understanding of the types of analysis needed to evaluate the evidence and/or data to be gathered. | Adequate understanding of the types of analysis needed to evaluate the evidence and/or data to be gathered. | Well-developed understanding of the types of analysis needed to evaluate the evidence and/or data to be gathered. | Thorough understanding of the types of analysis needed to evaluate evidence and/or data to be gathered. |

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| Assessment criteria | Levels of Performance | | | | | |
| **Not shown** | **1 (very low)** | **2 (low)** | **3 (medium)** | **4 (high)** | **5 (very high)** |
| 1. **Project management** |  | Limited plan for the conduct and scope of the investigation, with minimal indication of task sequence or time and resource allocations. | General plan for the conduct and scope of the investigation, including some indication of task sequence, time and resource allocations. | Developed plan for the conduct and scope of the investigation, with an indication of sequence, milestones and resource allocations, and regular progress reviews. | Well-developed plan for the conduct and scope of the investigation, including detailed task sequence, milestones and resource allocations, and provision for regular progress reviews. | Evidence of comprehensive planning for the conduct and scope of the investigation, including details of time and resource management considerations, with provision for regular progress reviews. |
| Little assessment of project feasibility and limited plan to manage risk. | Some attempt to assess project feasibility and identify strategies for management of risk. | Adequate assessment of project feasibility and some risk management strategies identified. | Well-developed assessment of project feasibility and relevant risks management strategies are identified. | Thorough assessment of project feasibility and relevant risks management strategies are identified. |
| 1. **Writing and referencing** |  | Partial or inadequate use of the conventions of academic report writing and referencing. | Some accurate use of the conventions of academic report writing and referencing. | Mostly correct and consistent use of the conventions of academic report writing and referencing. | Consistent and accurate use of the conventions of academic report writing and referencing. | Exemplary command of the conventions of academic report writing and referencing. |

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| VCE Extended Investigation: School-assessed Coursework 2025  Unit 3 Outcome 3: ORAL REPORT | | | | | | |
| **Assessment criteria** | **Levels of Performance** | | | | | |
| **Not shown** | **1–2 (very low)** | **3–4 (low)** | **5–6 (medium)** | **7–8 (high)** | **9–10 (very high)** |
| 1. **Explanation of the research question and its value** |  | Limited indication of the value of the research question within the area of research. | Some indication of the value of the research question within the area of research. | General explanation of the value of the research question within the area of research. | Developed explanation of the value of the research question within the area of research. | Well-developed explanation of the value of the research question within the area of research. |
| Limited evaluation of the developing investigation and its likely outcomes and/or issues. | Some evaluation of the developing investigation and its likely outcomes and/or issues. | General evaluation of the developing investigation and its likely outcomes and/or issues. | Critical evaluation of the developing investigation and its likely outcomes and/or issues. | Sophisticated evaluation of the developing investigation and its likely outcomes and/or issues. |
| Limited success in communicating ideas and information clearly to the non-specialist audience. | Some effective communication of ideas and information to the non-specialist audience. | Generally clear and effective communication of ideas and information to the non-specialist audience. | Considered and effective communication of ideas and information to the non-specialist audience. | Insightful and effective communication of ideas and information to the non-specialist audience. |
| 1. **Justification of research methods** |  | Limited explanation of aspects of selected research methods. | Some explanation of key aspects of selected research methods. | General explanation of key aspects of selected research methods. | Critical justification of the selected research methods. | Critical and insightful justification of the selected research methods. |
| Little justification of suitability and feasibility or attention to ethical considerations. | Some justification of suitability and feasibility, including attention to ethical considerations. | Sound justification of suitability and feasibility, including attention to ethical considerations. | Considered justification of suitability and feasibility, including. strategies for addressing any ethical issues. | Insightful justification of suitability and feasibility including strategies for addressing any ethical issues. |
| 1. **Response to questions and challenges** |  | Responses are generally relevant but limited or based on partial understanding of the issues raised. | Responses are mostly relevant without fully addressing the issues raised. | Responses are relevant and generally address the issues raised. | Responses are specifically relevant and address the questions or challenges raised. | Responses are cogent and specific, effectively addressing the questions or challenges raised. |
| Responses draw on limited evidence from the investigation. | Responses draw on some relevant evidence from the investigation. | Responses draw on a range of relevant evidence from the investigation. | Responses draw on a range of relevant and effective evidence from the investigation. | Responses draw on a range of relevant and highly-effective evidence from the investigation. |