

## Stage 2 Research Project B

### Assessment Type 3: Evaluation

*"The words shaded in yellow on the student work provide evidence to support the assessment decision with reference to the Performance Standards. The comments and words shaded in pink are the commentary provided at implementation workshops to illustrate the elements of an Evaluation."*

#### Summary

For my research project I decided to study the topic of bushfires. My outcome was to write a report on the research question 'How can you efficiently defend a rural property from a bushfire?' This topic interested me in particular because my family has recently moved outside of Port \_\_\_\_\_ and it is crucial to be prepared in the event of a bushfire. I was able to learn what was necessary to have in order to protect your property and those around you from a bushfire by researching this topic. I used sources such as articles, books, Internet sites, film clips and even pamphlets in order to evaluate what was needed to defend a rural property. I also handed out numerous surveys to my neighbours and talked to the people from Port \_\_\_\_\_ Work and Safety Wear and I have raised the awareness of bushfires in my area and encouraged others to be prepared through presenting my report.

In late 2011 me and my family approximately moved 10 kms outside of Port \_\_\_\_\_. I soon worked out that we may be in an area at risk of a bushfire without being properly prepared and so I wanted my research project to focus on this topic. My research processes began with research on the Country Fire Service website. As a first port of call this resource was extremely useful as it had all the most up to date information I needed to think about my research question. I looked into their generic plan of how to be prepared for a bushfire which led me to consider centring my topic on the nature of bushfires. This topic appealed to me because my general area has been very bushfire-prone in the past. In order to survive a coming fire I decided that my research question needed redefinition to include a bushfire survival plan. This was excellent as I was able to move forward with my research by finalising the question - How can you efficiently defend a rural property from a bushfire?

Finding information for my folio was the next process necessary and this went smoothly and easily. I located many books, articles, websites and pamphlets to identify information which applied to my topic, and wrote relevant notes. I also used primary sources, such as staff at local Businesses and people in my local community, to gain more specific knowledge. This included the opportunity to go to a specialised clothing shop and interviewed them for a range of useful information on what is the appropriate clothing when fighting a fire and talking to a nearby neighbour who was an excellent source as he is the head of the local CFS brigade. The archive of newspaper articles in the school library assisted me greatly. These articles proved incredibly helpful because they involved people recounting their own first hand encounters with a bushfire. These newspaper articles were relevant to my topic because they were all based in South Australia, in areas like mine, which were on the outskirts of a town or city. My outcome was valuable as it has raised my awareness of the fact that bushfires are caused naturally and can happen anywhere at any time, under the right circumstances and I included all this information in my final outcome.

The next step was looking into the different ways of preparing my property, such as; Sprinkler systems, planting fire retardant plants, building fortification and being aware of any fire hazards around the house. This was really a big challenge as it was more harder information and so much of it to try and find. I did this by searching online data-bases and government websites which proved to be relevant and reliable. Some of these websites include those of the CFS from each state, SES websites and other professional sites with information on the

**Commented [ 1 ]:** Makes judgements about the quality and reliability of the source showing an awareness of the need for current information.

**Commented [ 2 ]:** E1 Some evaluation of the effectiveness of the process, but not balanced - all positive with a tendency to discuss sources rather than processes.

**Commented [ 3 ]:** E2 Description of the decision to interview in response to opportunity.

**Commented [ 4 ]:** E1 Evaluates the reliability of the source as an expert in the field.

**Commented [ 5 ]:** E1 Considered evaluation of the relevance of the information and its strong link with the research question.

**Commented [ 6 ]:** E3 Highlights the quality of the outcome in relation to personal value.

**Commented [ 7 ]:** S3 Generally clear expression, however structured as a recount.

**Commented [ 8 ]:** E2 Mostly description of decision made in response to the struggle of dealing with complex information, but does make some value judgement.

**Commented [ 9 ]:** E1 Recounts the use of process/sources without any consideration of success or limitations.

matter. I did manage to get all the information together to analyse it and was able to use all of it in my findings. I have learnt that there is almost an unlimited amount of ways that someone can, defend their property. There are specific plants which can be placed strategically around your property which can absorb fire instead of providing a fuel for it. The negative to this is that they are in constant need of attention. These plants must be watered regularly, and any dead parts of the plant must be removed. There are also sprinkler systems designed just for the purpose of helping in a bushfire. These systems detect fire and begin to spurt water immediately. A on-line video I discovered in my research named \_\_\_\_\_, showed these particular sprinklers which were high quality and showed how your house can be reinforced to withstand a fire by installing metal fly-screen doors and chimney covers to prevent embers from igniting the building from the inside.

**Commented [ 10]:** S3 Provides details of key findings not matched against the relevant criteria.

**Commented [ 11]:** E1 Reference to source with no evaluation.

This very appropriate information was either written straight into my folio book, or photocopied so the relevant segments could be highlighted and written into notes. This was useful to get all my information in an order where I could read and analyse it. I was lucky enough to be able to get some primary research by going to the local brigade. These people who worked there had been or still are part-time fire fighters with the CFS and the information they gave was very useful about the type of clothing. Here I asked questions about what clothing must be worn if you decided to stay and fight a fire. The type of clothing included glasses, mask/cloth, wide brimmed hat, gloves, cotton or woollen long sleeved shirt, thick jeans/overalls and tough leather work boots. I asked many good questions that I needed to double check the information I had and they also made some good points which I used in my survey.

**Commented [ 12]:** E1 Superficial reference to usefulness of sources.

**Commented [ 13]:** E2 Identifies interview opportunity but with no relevance to decisions made in response to this opportunity.

**Commented [ 14]:** E1 Superficial description of the usefulness of the process.

I was very excited when I managed to organise a chance to go to a conference in Adelaide of a collection on women fire fighters. I was surprised at how many lady firemen there were and how much passion they had about their work and many of them were even volunteers. I wanted to speak to them about the controversial "stay or go" policy that many rural people have to think about hard. They were happy to talk to me and I trusted what they said as they had a lot of emotion and concern in their replies. They said that it was really a personal choice and that if you felt you were well prepared and had that right strategies in place to defend the house than many people chose to stay. However, they did say that there were a lot of many other things such as the weather and the geography of a place that people need to think about. I had a big issue with dealing with the emotional side of this topic and some of the stories they told me about recent tragedies in Australia and thinking about that big decision to defend your castle or flee.

**Commented [ 15]:** E2 Description of the outcome of interview of primary sources.

**Commented [ 16]:** E1 Comments on reliability of sources with no consideration of bias or perspective.

**Commented [ 17]:** E2 Some complexity in highlighting the emotional challenges related to the research.

A written survey was handed out to some of my surrounding neighbours to find out if they also were prepared. A majority of them had survival plans of what to do in the event of a fire to my surprise, and those who didn't then stated that they will make one now that it had come to their attention. One of the neighbours was even the head of the CFS in Port \_\_\_\_\_. This has shown me that a majority of my neighbourhood is considerably well prepared for a fire. I am very proud of the information I was able to get together for my final report and the fire chief said that my final report is a good resource which has contributed to the overall protection of both my own property and the surrounding neighbours' properties. The feedback I had sought from the neighbours throughout the course of my surveying was entirely positive and very useful as I discovered that most people had some knowledge about bushfire prevention, but not the whole story so I made this a focus of my outcome. Many of them stated that I had opened their eyes to the issue and that they will consider preparing, for it.

**Commented [ 18]:** E1 Superficial description of the research process.

**Commented [ 19]:** E3 Considered evaluation of the quality of the outcome, not only through the confirmation of personal judgements by expert appraisal, but also in the awareness of personal and community benefits.

**Commented [ 20]:** Highlights re-affirm comment above.

I then organised the information I had into what could actually be used in my outcome and what didn't end up being useful at all. On completion of my folio, I had to deal with the problem that all my information was scrambled and not in any logical order and this slowed me down toward the finish line. I will need to address this issue if I pursue further studies at university level. Throughout my research I have learnt how to analyse sources to find only

**Commented [ 21]:** E2 Basic description of the challenge faced.

the most relevant and reliable information. These are important skills, necessary when researching. I wrote many source analyses to ensure that each of the sources were reliable, relevant and unbiased. This was something that was unfamiliar to me before starting the research project and I am glad I had the chance to do a source analysis as it will help me with some of my other humanities subjects. Once all of my research was gathered I then needed to present my findings in the form of a presentation. I combined all of my gathered information in order to present what I feel is a very useful and detailed my report of how to defend a rural property efficiently.

**Commented [ 22]:** Some interesting reflections – but belongs in RPA. Otherwise add some critical evaluation and link to a specific criterion.

**Commented [ 23]:** E3 Further satisfactory affirmation of the quality.

A big issue for me was time and although I managed to complete my outcome there are other things I could have done to improve upon it. I never actually got to talk to someone who had first-hand experience when it came to a bushfire. If I had found someone like this it would have assisted me. I would have been able to ask them; "Did you prepare your property prior to the fire?" and "had anyone decided to stay and defend your property? This would have been an important addition to the outcome of my research.

**Commented [ 24]:** E3 Acknowledges some of the limitations of the research which may have impacted on the perceived quality of the outcome.

**1515 W**

#### Assessment Comments

This response is a C grade.

#### Synthesis

**S3** Generally clear expression of ideas:

- The evaluation is structured appropriately and meaning is generally conveyed clearly.
- Regular flaws in grammar, expression and syntax.
- Although coherent, reads like a recount rather than a critical evaluation.

#### Evaluation

**E1** Recount with some evaluation of the research processes used:

- Although there are regular judgements made in relation to usefulness and relevance, they generally refer to single sources rather than demonstrate an awareness of a research 'process'.
- No justification provided for judgements made on validity and reliability.
- Processes uniformly evaluated as positive and successful. Judgement is not balanced with reference to, for example, bias or perspective.
- Judgements rarely related specifically to research question.

**E2** Some evaluation, with mostly description of decisions made in response to challenges and/or opportunities specific to the research processes used:

- Student identifies opportunities and challenges, but the description is generally recount with little reference to, or evaluation of, decisions made in response.

**E3** Satisfactory evaluation of the quality of the research outcome:

- Some complexity in the discussion of the value of the research. However, discussion is brief and the judgement of quality is not sustained or reinforced. Student makes value statements with little justification.

## Performance Standards for Stage 2 Research Project B

	<i>Planning</i>	<i>Development</i>	<i>Synthesis</i>	<i>Evaluation</i>
	Assessment Type 1: Folio		Assessment Type 2: Research Outcome	
	Assessment Type 3: Evaluation			
<b>A</b>	<p>P1 Thorough consideration and refinement of a research question.</p> <p>P2 Thorough planning of research processes that are highly appropriate to the research question.</p>	<p>D1 Thorough and highly resourceful development of the research.</p> <p>D2 In-depth analysis of information and exploration of ideas to develop the research.</p> <p>D3 Highly effective development of knowledge and skills specific to the research question.</p> <p>D4 Thorough and informed understanding and development of one or more capabilities.</p>	<p>S1 Insightful synthesis of knowledge, skills, and ideas to produce a resolution to the research question.</p> <p>S2 Insightful and thorough substantiation of key findings relevant to the research outcome.</p> <p><b>S3 Clear and coherent expression of ideas.</b></p>	<p><b>E1 Insightful evaluation of the research processes used, specific to the research question.</b></p> <p><b>E2 Critical evaluation of decisions made in response to challenges and/or opportunities specific to the research processes used.</b></p> <p><b>E3 Insightful evaluation of the quality of the research outcome</b></p>
<b>B</b>	<p>P1 Consideration and some refinement of a research question.</p> <p>P2 Considered planning of research processes that are appropriate to the research question.</p>	<p>D1 Considered and mostly resourceful development of the research.</p> <p>D2 Some complexity in analysis of information and exploration of ideas to develop the research.</p> <p>D3 Effective development of knowledge and skills specific to the research question.</p> <p>D4 Informed understanding and development of one or more capabilities.</p>	<p>S1 Considered synthesis of knowledge, skills, and ideas to produce a resolution to the research question.</p> <p>S2 Substantiation of most key findings relevant to the research outcome.</p> <p><b>S3 Mostly clear and coherent expression of ideas.</b></p>	<p><b>E1 Considered evaluation of the research processes used, specific to the research question.</b></p> <p><b>E2 Some complexity in evaluation of decisions made in response to challenges and/or opportunities specific to the research processes used.</b></p> <p><b>E3 Considered evaluation of the quality of the research outcome</b></p>
<b>C</b>	<p>P1 Some consideration of a research question, but little evidence of refinement.</p> <p>P2 Satisfactory planning of research processes that are appropriate to the research question.</p>	<p>D1 Satisfactory development of the research.</p> <p>D2 Satisfactory analysis of information and exploration of ideas to develop the research.</p> <p>D3 Satisfactory development of knowledge and skills specific to the research question.</p> <p>D4 Satisfactory understanding and development of one or more capabilities.</p>	<p>S1 Satisfactory synthesis of knowledge, skills, and ideas to produce a resolution to the research question.</p> <p>S2 Substantiation of some key findings relevant to the research outcome.</p> <p><b>S3 Generally clear expression of ideas.</b></p>	<p><b>E1 Recount with some evaluation of the research processes used.</b></p> <p><b>E2 Some evaluation, with mostly description of decisions made in response to challenges and/or opportunities specific to the research processes used.</b></p> <p><b>E3 Satisfactory evaluation of the quality of the research outcome</b></p>
<b>D</b>	<p>P1 Basic consideration and identification of a broad research question.</p> <p>P2 Partial planning of research processes that may be appropriate to the research question.</p>	<p>D1 Development of some aspects of the research.</p> <p>D2 Collection rather than analysis of information, with some superficial description of an idea to develop the research.</p> <p>D3 Superficial development of some knowledge and skills specific to the research question.</p> <p>D4 Basic understanding and development of one or more capabilities</p>	<p>S1 Basic use of information and ideas to produce a resolution to the research question.</p> <p>S2 Basic explanation of ideas related to the research outcome.</p> <p><b>S3 Basic expression of ideas.</b></p>	<p><b>E1 Superficial description of the research processes used.</b></p> <p><b>E2 Basic description of decisions made in response to challenges and/or opportunities specific to the research processes used.</b></p> <p><b>E3 Superficial evaluation of the quality of the research outcome</b></p>
<b>E</b>	<p>P1 Attempted consideration and identification of an area for research.</p> <p>P2 Attempted planning of an aspect of the research process.</p>	<p>D1 Attempted development of an aspect of the research.</p> <p>D2 Attempted collection of basic information, with some partial description of an idea.</p> <p>D3 Attempted development of one or more skills that may be related to the research question.</p> <p>D4 Attempted understanding and development of one or more capabilities.</p>	<p>S1 Attempted use of an idea to produce a resolution to the research question.</p> <p>S2 Limited explanation of an idea or an aspect of the research outcome.</p> <p><b>S3 Attempted expression of ideas.</b></p>	<p><b>E1 Attempted description of the research process used.</b></p> <p><b>E2 Attempted description of decisions made in response to a challenge and/or opportunity specific to the research processes used.</b></p> <p><b>E3 Attempted evaluation of the quality of the research outcome</b></p>