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| **Learning**   * locate, collect, organise, evaluate, analyse, and use information * develop their knowledge and understanding of a range of research processes * keep records of their research, such as a journal, a web‐blog, an e‐portfolio, scientific notes, or annotated photographic evidence * consider and respond to feedback from teachers, peers, and others * consider ethical research processes, including respecting the rights and work of others, acknowledging sources, and observing protocols when approaching people and organisations * develop their ability to think critically and ethically. | **Communication**   * interact with teachers, parents, peers, and experts in their area of interest * ask questions, express opinions, and take different perspectives into account * use appropriate language and forms of communication in different contexts, and for different purposes and audiences      * use clear language to communicate their ideas and the research outcome * improve skills in literacy and numeracy, and the use of information and communication technologies * understand the nature of the communication capability and its relevance to their research, for example * the relationship between language and culture * communication as a social and cultural practice * how contemporary information and communication technologies affect communication. | **Citizenship**   * become involved in, and contribute to, the community * consider issues that are important to the community, such as social, environmental, economic, or political matters * understand Australia’s cultural, linguistic, social, and religious diversity * learn to value and respect other people’s perspectives and rights * take actions that reflect their appreciation of values such as democracy, equity, and justice * take and/or advocate social action that contributes to community objectives      * understand the nature of the citizenship capability and its relevance to their research, for example * how decisions are made at local, national, and/or global levels * how shared knowledge allows people to communicate, live, and work together * what global citizenship might involve. | **Personal Development**   * build self‐confidence, self‐awareness, and interpersonal and intrapersonal skills * show initiative and use their creative abilities * improve their skills in planning, problem‐solving, and managing a complex extended project * develop their personal attributes including resilience, persistence, resourcefulness, empathy, and respect for others * understand the nature of the personal development capability and its relevance to their research, for example * the notion and construction of identity * respect for diversity and an openness to different perspectives and experiences * learning about their own well being, while learning about physical, social, emotional, spiritual and environmental matters. | **Work**   * participate responsibly in learning, work, and community life * build links with others, locally, nationally, or globally * understand workplace practices and procedures * consider key influences in the changing labour market * understand entrepreneurial enterprise * develop skills in the use of information and communication technologies that are used in workplaces * understand the place of creativity in the workplace * understand the nature of the work capability and its relevance to their research, for example * the role of paid, unpaid, and volunteer work in communities * how an understanding of languages, cultures, and histories affects people’s work behaviors * developing employability skills |

The following illustrates how the Research Project can develop each capability. Students consider and choose a capability (communication, citizenship, personal development, or work) that is relevant to their research.