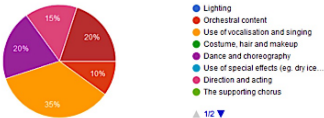
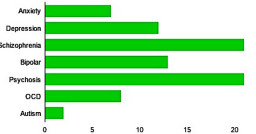




Chapter	What should be included	Example	Approx. length	My Checklist	Teacher Checklist		
PART C Methodology	1. Explain your research design by outlining your <b>method/s</b> (questionnaire, interview, observation, experiment, case study) and WHY you have chosen each one.	<i>E.g. For my methodology I have chosen to use a questionnaire and an interview. This will allow me to....</i>	400 words	<u>METHOD/S</u> <ul style="list-style-type: none"> <li>▪ I have explained what method/s I am using. <input type="checkbox"/></li> <li>▪ I have explained WHY I have chosen these methods. <input type="checkbox"/></li> </ul>	<input type="checkbox"/>	<input type="checkbox"/>	
	2. Explain your <b>sample</b> (age, gender, background, experience etc.) and WHY you have chosen your sample.	<i>E.g. As I would like to investigate how girls and boys learn, I will use a sample of 12-15 year-old Passmores students, with an even number of male and female participants.</i>		<u>SAMPLE</u> <ul style="list-style-type: none"> <li>▪ I have described the sample I will use. <input type="checkbox"/></li> <li>▪ I have explained WHY I will use this sample. <input type="checkbox"/></li> <li>▪ I have explained HOW I will get my sample <input type="checkbox"/></li> </ul>	<input type="checkbox"/>	<input type="checkbox"/>	
	3. Outline <b>how</b> you are going to conduct your research: (a) Sampling method - how will you get your sample?	<i>E.g. For my questionnaire, I have made use of random sampling; this ensures that I obtain a range of opinions from twenty participants of different backgrounds, genders and theatrical exposure. The range in these factors is important as it will enable me to have an insight into people's varying opinions of theatre and ability to identify both historical and modern conventions within musicals, meaning that they are less likely to all gravitate towards a singular and possibly unreliable conclusion.</i>		<u>RESEARCH PROCEDURE</u> <ul style="list-style-type: none"> <li>▪ I have explained when &amp; where my research will take place. <input type="checkbox"/></li> <li>▪ I have explained how I will ensure that the participants etc. have similar conditions. <input type="checkbox"/></li> <li>▪ I have explained the ethical considerations I have taken in my research. <input type="checkbox"/></li> <li>▪ I have explained each step of HOW I collected data in my research. <input type="checkbox"/></li> <li>▪ I have described how I plan to present the data I have collected. <input type="checkbox"/></li> </ul>	<input type="checkbox"/>	<input type="checkbox"/>	
	(b) Research context - where and when (& for how long) will your research occur?	<i>E.g. My first primary method, a questionnaire, will take place in a secondary academy located in Harlow, Essex. I chose this particular location due to my familiarity with the students and staff; a great deal of them express an interest in the performing arts.</i>			<input type="checkbox"/>	<input type="checkbox"/>	
	(c) Standardisation - how will you control variables (e.g. participants, conditions, extraneous variables, researcher bias)?	<i>E.g. When planning my research I need to consider informed consent and so I plan to...</i>			<input type="checkbox"/>	<input type="checkbox"/>	
	(d) What ethical considerations do you need to account/prepare for?	<i>E.g. Firstly, I will pilot my questionnaire in my class and then edit any questions that are unclear or unfit. Then I will ...</i>			<input type="checkbox"/>	<input type="checkbox"/>	
	(e) Outline in step-by-step how your research will occur (i.e. how exactly will you collect the data?)	<i>E.g. I will present my quantitative data in bar graphs so I can compare the results. I will present the qualitative data in tables so I can include the descriptive results.</i>			<input type="checkbox"/>	<input type="checkbox"/>	
	(f) Data Presentation - how will you present your data (e.g. table, tally chart, graphs etc.)? Is it qualitative or quantitative?				<input type="checkbox"/>	<input type="checkbox"/>	
	<b>NOW GO OUT AND COLLECT YOUR DATA! ☺</b>						

Chapter	What should be included	Example	Approx. length	My Checklist	Teacher Checklist																														
<b>PART D</b> <b>Data Analysis &amp; Discussion of Results</b>	<p><b>Presentation of data</b>            You will have collected your data together in an organised manner (using tables, tally charts etc.). NOW YOU NEED TO DO THE FOLLOWING:</p> <ol style="list-style-type: none"> <li><b>Quantitative (numerical) data</b> – decide which graph you need to display the data and draw/create this graph.</li> <li><b>Qualitative (descriptive) data</b> –               <ol style="list-style-type: none"> <li>look at the responses and colour-code to bring out key themes (ideas that are important and repeated).</li> <li>Once you have colour-coded the responses, put them in categories and add these categories to a table.</li> </ol> </li> <li>Include evidence of your tally charts or colour-coding in your report.</li> <li>Include your graphs and/or tables in your research report.</li> <li>For each graph or table, write <u>two paragraphs</u> underneath that explains what it is showing about your research question.</li> <li>Does the data also show alternative arguments/interpretations that you didn't expect?</li> </ol>	<p><b>Example: presenting &amp; analysing qualitative data</b></p> <p>The table below displays my qualitative results for my comparative analysis. I have colour-coded each convention (theme) of musical theatre in order to clearly present my analytical comments for each one. Furthermore, I have colour-coded each of my statements to display whether they are apparent in the musical or not. I initially watched both musicals and made notes on the occurrence of musical theatre's conventions after conducting my discourse analysis; from these notes, I organised them into the table below and elaborated on the notes, before colour-coding them so that themes are clearly highlighted.</p> <div data-bbox="869 284 1008 481"> <p><b>Key</b></p> <ul style="list-style-type: none"> <li>Chorus</li> <li>Opera</li> <li>Jingxi</li> <li>Modern Conventions</li> <li>Origin present</li> <li>Origin absent</li> </ul> </div> <table border="1" data-bbox="869 533 1375 807"> <thead> <tr> <th>Origins of Musical Theatre</th> <th>Rent – Film Musical</th> <th>Matilda – Live Musical</th> </tr> </thead> <tbody> <tr> <td>Chorus</td> <td> <ul style="list-style-type: none"> <li>This musical featured many songs sang in chorus, relating to the synchrony of Greek chorus and the vocals in which they used to enhance their chorused narration.</li> <li>Rent did not utilise any choral movement due to the fact that it was filmed and acted naturally (despite the constant outbreak into musical numbers).</li> </ul> </td> <td> <ul style="list-style-type: none"> <li>Particularly in the dance and musical numbers of Matilda, there is substantial use of chorus, as there is large utilisation of unison when dancing and singing.</li> <li>In this musical, the use of chorus was furthermore recognised significantly during acting scenes; there are many occasions during the musical throughout in which the students act as a company in synchrony, similarly to a Greek chorus dynamic.</li> </ul> </td> </tr> <tr> <td>Opera</td> <td> <ul style="list-style-type: none"> <li>Larson's musical was written based on Puccini's famed opera...</li> </ul> </td> <td> <ul style="list-style-type: none"> <li>During songs, there was no evidence of an operatic timbre...</li> </ul> </td> </tr> </tbody> </table> <p><b>Example: presenting &amp; analysing quantitative data</b></p> <p>Which factors of live musical theatre make the piece enjoyable for you?  <small>(20 responses)</small></p>  <p>On this question, there was a wider distribution between responses, implying that there are several modern and historical conventions that act as an effective enhancer of the enjoyment and impact of live musical theatre. The majority of participants (35%) felt that the use of vocalisation and singing enhanced the enjoyment of a live musical theatre piece. Links to opera – as identified in the previous pie chart and discourse analysis – can be made with vocalisation and singing in musical theatre, as story in opera was traditionally told through singing and vocalisation. Therefore, opera could be hitherto interpreted as being one of the most influential historical conventions of musical theatre, making it evident that this convention has had an impact on theatrical aspects today. Additionally, 20% of participants believed that dance and choreography enhanced</p> <p><b>Figure 1.2</b></p> <p>Which mental illnesses would you associate with crime?</p>  <table border="1" data-bbox="1182 1257 1281 1359"> <tbody> <tr><td>Anxiety</td><td>7</td><td>28%</td></tr> <tr><td>Depression</td><td>12</td><td>48%</td></tr> <tr><td>Schizophrenia</td><td>21</td><td>84%</td></tr> <tr><td>Bipolar</td><td>13</td><td>52%</td></tr> <tr><td>Psychosis</td><td>21</td><td>84%</td></tr> <tr><td>OCD</td><td>8</td><td>32%</td></tr> <tr><td>Autism</td><td>2</td><td>8%</td></tr> </tbody> </table> <p>From my quantitative data I can infer that most commonly mental illnesses such as schizophrenia, bipolar and psychosis are associated with crime and therefore can be linked to serial killers such as Ted Bundy.</p>	Origins of Musical Theatre	Rent – Film Musical	Matilda – Live Musical	Chorus	<ul style="list-style-type: none"> <li>This musical featured many songs sang in chorus, relating to the synchrony of Greek chorus and the vocals in which they used to enhance their chorused narration.</li> <li>Rent did not utilise any choral movement due to the fact that it was filmed and acted naturally (despite the constant outbreak into musical numbers).</li> </ul>	<ul style="list-style-type: none"> <li>Particularly in the dance and musical numbers of Matilda, there is substantial use of chorus, as there is large utilisation of unison when dancing and singing.</li> <li>In this musical, the use of chorus was furthermore recognised significantly during acting scenes; there are many occasions during the musical throughout in which the students act as a company in synchrony, similarly to a Greek chorus dynamic.</li> </ul>	Opera	<ul style="list-style-type: none"> <li>Larson's musical was written based on Puccini's famed opera...</li> </ul>	<ul style="list-style-type: none"> <li>During songs, there was no evidence of an operatic timbre...</li> </ul>	Anxiety	7	28%	Depression	12	48%	Schizophrenia	21	84%	Bipolar	13	52%	Psychosis	21	84%	OCD	8	32%	Autism	2	8%	<p><b>400 words</b>  <i>(not including words in tables or graphs)</i></p>	<p><b>ANALYSING THE DATA</b></p> <ul style="list-style-type: none"> <li>I have explained how I have analysed the data I have collected.</li> </ul> <p><b>PRESENTING THE DATA</b></p> <ul style="list-style-type: none"> <li>I have included evidence of colour-coding or tally charts.</li> <li>I have presented my data in tables (qualitative) and graphs (quantitative).</li> <li>I have made sure that my graphs and tables are accurate and labelled correctly.</li> </ul> <p><b>DISCUSSING THE DATA</b></p> <ul style="list-style-type: none"> <li>I have explained what each graph shows in response to the research question.</li> <li>I have explained what the table shows in response to the research question.</li> </ul>	<div data-bbox="1975 306 2029 360"><input type="checkbox"/></div> <div data-bbox="2078 300 2154 376"><input type="checkbox"/></div> <div data-bbox="1975 488 2029 542"><input type="checkbox"/></div> <div data-bbox="2078 481 2154 542"><input type="checkbox"/></div> <div data-bbox="1975 558 2029 612"><input type="checkbox"/></div> <div data-bbox="2078 552 2154 612"><input type="checkbox"/></div> <div data-bbox="1975 654 2029 708"><input type="checkbox"/></div> <div data-bbox="2078 647 2154 708"><input type="checkbox"/></div> <div data-bbox="1975 839 2029 893"><input type="checkbox"/></div> <div data-bbox="2078 833 2154 893"><input type="checkbox"/></div> <div data-bbox="1975 935 2029 989"><input type="checkbox"/></div> <div data-bbox="2078 928 2154 989"><input type="checkbox"/></div>
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