Silver	YEAR 9 RESEARCH PROJECT – SILVER LEVEL				
X	What should be included	<mark>Example</mark>	My Checklist		My Checklist
<mark>Intro/aim</mark>	Present your aim - what exactly do you want to find out? Come up with a hypothesis for your research (what do you predict the findings will be?)	Is STM memory in females better than STM in males? Does chunking help with STM or not? To investigate whether specific personality traits are linked to criminal behaviour in teenagers	 I have a clear aim for my research I have included a hypothesis (my prediction for my research) 		
Methodology	 Explain your research design by outlining your research methods (questionnaire, interview, observation, experiment, case study) and WHY you have chosen each one. Explain your sample (age, gender, background, experience etc.) and WHY you have chosen your sample. Outline how you are going to conduct your research: (a) Sampling method - how will you get your sample? (b) Research context - where and when (& for how long) will your research occur? (c) What ethical considerations do you need to account/prepare for? (d) Outline in step-by-step how the research will occur on the day. 	For my methodology I have chosen to use a questionnaire and an interview. This will allow me to As I would like to investigate the STM of both males & females, I will use a sample of 12-15 year-old Passmores students, with an even number of male and female participants. For my questionnaire, I used random sampling; this ensures that I obtain a range participants of different backgrounds, genders and cultures. My research 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 the academy. When planning my research, I need to consider informed consent and so I plan to	 <u>METHOD/S</u> I have explained what method/s I am using. I have explained WHY I have chosen these methods. <u>SAMPLE</u> I have described the sample I will use. I have explained WHY I will use this sample. I have explained how I will get my sample. <u>RESEARCH PROCEDURE</u> I have explained when & where my research will take place. I have explained the ethical considerations I have taken in my research. I have explained each step of HOW I collected data in my research. 		

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Results & Data Analysis	 Presentation of data You will have collected your data together in an organised manner (using tables, tally charts etc.). NOW YOU NEED TO DO THE FOLLOWING: 1. Quantitative (numerical) data – decide which graph you need to display the data and draw/create this graph. 2. Qualitative (descriptive) data – (a) look at the responses and colour-code to bring out key themes (ideas that are important and repeated). 	Example Example: presenting & analysing <u>qualitative</u> data • Grorus • Orgin present • Origin absent • Origin absent • Origin absent • Origin absent • Rent of dinot utilise any chorus of hacilda, there is substantial use of chorus, as there is any collisation of unison when dancing and singing. • Rent of dinot utilise any chorus • Rent of the tutilise any chorus • State of there is used there is any collisation of unison • When dancing and singing. • In this musical the use of chorus • State • State of chorus • State • St	 ANALYSING THE DATA I have explained how I have analysed the data I have collected. PRESENTING THE DATA I have presented my data in tables (qualitative) and graphs (quantitative). I have made sure that my graphs and tables are accurate and labelled correctly. 		
	 (b) Once you have colour-coded the responses, put them in categories and add these categories to a table. 3. Include your graphs and/or tables in your research report. 4. For each graph or table, write a paragraph underneath that explains what it is showing about your research question. 	It was filmed and acted there are many occasions during numbersi. the musical involution in which the students act as a company in synchrony. Similarly to a Greek chorus dynamic. Opera 1. Barson's musical was written based on Puccin's famed 0. During songs, there was no evaluation to the students act as a company in synchrony. Similarly to a Greek chorus dynamic. Excample: presenting & analysis and the students act as a company in synchrony. Similarly to a Greek chorus dynamic. 0. During songs, there was no evaluation to greek chorus dynamic. Excample: presenting & analysis and analysis and an puccin's famed 0. During songs, there was no evaluation to greek chorus dynamic. Understand and actions of the musical theatre make the piece enjoyable for you? 0. During songs, there was no evaluation to the students and strongs of the students and discogreef Understand 0. During songs, there was no evaluation to the students and discogreef Understand 0. During songs, there was no evaluation to the students and discogreef Understand 0. During songs, there was no evaluation to the students and discogreef Understand 0. During songs, there was no evaluation to the students and discogreef Understand 0. During songs, there was no evaluation to the students and discogreef Understand 0. During songs, there was no evaluation to the students and discogreef Dist dis dist and dist go those. 0. D	 <u>DISCUSSING THE DATA</u> I have explained what each graph shows in response to the research question. I have explained what the table shows in response to the research question. 		
		On this question, there was a wider distribution between responses, implying that there are several modern and historical conventions that at as an effective enhancer of the enjoyment and impact of live musical theatre. The majority of participants (35%) folt that the use of vocalisation and singing enhanced the enjoyment of all live musical theatre piece. Links to opera – as identified in the previous pie chart and discourse analysis – can be made with vocalisation. Therefore, opera could be hitherto interpreted as being one of the most influential historical conventions of musical theatrer, making it evident that this convention has had an impact on theatrical aspects today. Additionally, 20% of participants believed that dance and choreography enhanced Figure 1.2 Thich mental linescess would you associate with crime?			

	What should be included	Example	My Checklist	Teacher Checklist
Evaluation	that are supported by your findings.	This study aimed to investigate whether it was nature or nurture that caused Ted Bundy to kill. From all of my research and data analysis I can conclude that in my opinion I believe Ted Bundy was the product of both innate criminal behaviour and negative experiences during childhood.	 DRAWING CONCLUSIONS I have answered my research question by clearly outlining the main conclusions taken from my data. 	
	methods, sample and data analysis process.	The strengths of my questionnaire are that it is a simple way of accessing people's thoughts and feelings; asking the correct questions will mean that I obtain a detailed range of answers. Additionally, questionnaires are not time-consuming, meaning that you can carry out multiple questionnaires simultaneously, thus enabling you to receive many responses in little time.	 EVALUATING MY RESEARCH I have explained the strengths and limitations of the Research sample Research methods. 	
		The weaknesses of my questionnaire are the risks of social desirability; participants attempting to be socially desirable when taking the questionnaire may lead to inaccurate results, as they aren't being entirely honest. Through my involvement in the research project, I have	WHAT I HAVE LEARNED	
	about the topic.	obtained various beneficial skills that are likely to aid me in further education and future endeavours. For example, I have gained time-management and organisational skills due to the independence of this course.	 I have explained what I have learnt from doing the project 	