

## Understanding E2

Evaluation of decisions made in response to challenges and/or opportunities specific to the research processes used.

Focus on the most significant decision, not necessarily the biggest challenge (or the best opportunity).

One possible strategy to support students is to use **SAJO**

S: Scenario: *What was the challenge and/or opportunity (keep it simple)*  
A: Action: *What decision did I make? (and why)*  
J: Judgement: *Was this a good decision? (justify reasons, with examples)*  
O: Outcome: *What were the consequences of this decision?*

Make sure the challenge or opportunity is **linked to the research processes used** to find information.

The following statements provide examples of a student response at different grade levels.

*When conducting my research, I found that my survey was ineffective because I only had a sample size of 10. As a result of this, I decided to approach the Year 10 home group teachers to distribute my surveys in order to increase my sample size. This was a good decision.*

At the **C** level, students will describe the challenge/opportunity, and state the decision they made.

A simple judgement is stated.

At the **A** level, students will describe the challenge/opportunity, and state the decision they made.

Judgement of the decision is supported with reasons as to its effectiveness.

Insight is provided by expanding on the possible effects of this decision on the research.

At the **B** level, students will describe the challenge/opportunity, and state the decision they made.

Judgement of the decision is supported with reasons as to its effectiveness.

*When conducting my research, I found that my survey was ineffective because I only had a sample size of 10. As a result of this, I decided to approach the Year 10 home group teachers to distribute my surveys in order to increase my sample size. Looking back, I think this decision to seek more responses was effective because I was able to collect more samples which allowed me to determine that my data was more reliable than it was previously.*

Don't talk about things like:

- Time management
- Websites being blocked at school
- Deciding on a question
- Losing work
- Capabilities

*When conducting my research, I found that my survey was ineffective because I only had a sample size of 10. As a result of this, I decided to approach the Year 10 home group teachers to distribute my surveys in order to increase my sample size. This approach seemed to be the easiest way to create more reliable information because I had more responses- even though some of the responses were not able to be used because they contained some inappropriate comments.*

*Looking back, I think this decision to seek more responses was effective because although I had some inappropriate responses from the younger students, (which decreased the survey's validity), I was able to collect more samples which allowed me to increase the reliability of this research method. This in turn gave strength to my emerging key finding- that students would like the school to introduce more healthy foods in the canteen.*