**Moderator comments**

|  |  |  |  |
| --- | --- | --- | --- |
| **Criterion** | **Pl** | **DCP** | **DEC** |
| Achievement level awarded | 4 | 5 | 6 |
| Achievement of aspects | c, p, p | c, p, c | c, c, c |

**Assessment**

**Planning**

**Defining the problem and selecting variables**

**Complete**

Although the student restates the teacher’s aim, the inclusion of a hypothesis, which is further clarified in the “justification” section, identifies a focused problem. The relevant variables are also identified.

**Controlling variables**

**Partial**

The problems in this aspect lie with point 3 of the method. Although the student states that a “representative portion of 40 members” was selected, there is no clear indication of **how** this selection was carried out. For this type of work, sample selection is critical, and there must be a methodology included to show whether the sample is random, stratified or systematic.

**Developing a method for collection of data**

**Partial**

Although the student has asked a focused question, not enough data can be collected using only the student body. In fact it is unlikely that students would be able to gather sufficient data with the resources available to them to answer this type of question. There is also no indication of what percentage of the student body has been sampled.

**General comments**

This type of survey work does not lend itself to the planning section of the assessment model and therefore it is recommended that teachers give some guidance in terms of sampling methods, sample size, and the type of questions to ask. A good survey has a pilot phase allowing for the testing of questions prior to their use in the formal data-gathering phase. This requires significant instructional time and therefore it is likely that better data will result from a teacher-guided instrument. There are many such instruments available in the literature. Perhaps this investigation would be better done by pooling class data. A copy of the actual survey given should also be included in the method.

**Data collection and processing**

**Recording data**

**Complete**

The data tables are clear and easy to read.

**Processing data**

**Partial**

The data should have been grouped into common elements so that the numbers/percentages could be calculated, and these groups tabulated.

**Presenting processed data**

**Complete**

With this type of bar chart, it would have been more effective to display the different groups in some sort of order (for example, ascending or descending).

**Discussion, evaluation and conclusion**

**Discussing and reviewing**

**Complete**

The student has made some unsubstantiated comments such as “… the hypothesis is proved correct.” More figures could have been pulled from the data to support the discussion but, overall, it is a comprehensive discussion, showing a broad understanding of context and the implications of the results.

**Evaluating procedure(s) and suggesting improvements**

**Complete**

The student has recognized the issues regarding the number of students in the sample, as well as their background and knowledge of the issue. There is also recognition of gender issues (in the planning part of the practical) and of anomalous data points.

**Concluding**

**Complete**

A reasonable conclusion is stated based on the data collected.