



Task 3: Collaborative Investigation

Due Date: Monday 24th August

Task Distributed: Term 3 Week 11

Unit: Collaborative Investigation

Task Type: Research Report

Task Weighting: 20%

Outcomes: HM-11-01, HM-11-02, HM-11-03, HM-11-04, HM-11-05, HM-11-06, HM-11-07, HM-11-08, HM-11-09, HM-11-10

Task Description

For this task, you are required to undergo a 5-week research project on a topic we will decide together. You may choose to do your investigation on any topic from the syllabus. The topic must:

- be related to the syllabus
- not be what the syllabus is asking you to do anyway (investigate further into your chosen topic)
- not overlap significantly with content from another subject.

Example research questions:

- How have tobacco control measures correlated with a reduction in tobacco smoking?
- What is the effect of different post-exercise nutrition strategies on [INSERT SPORT/S]
- How does altitude training impact performance in [INSERT SPORT/S]
- How much of a role does natural talent play in performance for [INSERT SPORT/S]
- To what extent do psychological strategies impact on performance in [INSERT SPORT/S]

NOTE: The above are just sample research questions and you are encouraged to think beyond these as well. Comparative studies between two or more different sports can be done for some of the above research questions as well.

The task is broken into TWO parts and includes both a GROUP mark and an INDIVIDUAL mark.

Part 1 - Research and Findings

Part 1 will provide the basis for your group mark for this task. It has 2 sections:

Section A The Portfolio (under "GTHS HMS Yr 11 Collaborative Investigation Portfolio Template" on google classroom)

As you undergo your collaborative investigation, as a group you are required to keep a portfolio of your investigation. The portfolio will be created as you progress through the collaborative investigation and is a collection of various aspects of your work. The portfolio will include the following sections:

1. a research design, including an overview of the research methods
 - a. Literature Review
2. evidence of the sequential development of the research problem, eg the research question
3. a record of discussions with peers, teachers and other stakeholders
4. a record of major decisions of the investigation

5. cumulative self, peer and teacher reflection/evaluation of the inquiry*
6. draft responses to the research question
7. personal statement of learning*
8. a reference List

*These aspects of the portfolio will contribute to Part 2 but are listed here so you know everything required to be included in your portfolio.

Section B The Product Presentation

At the end of your investigation, you will be asked to submit a presentation of your findings to google classroom under "Presentation of Findings- Upload HERE". The presentation may be oral (voice recording), written (google doc/word doc) or multimodal (e.g. powerpoint presentation and voice over). The presentation will include:

1. your research question
2. background research
3. an outline of your methodology
4. a review of the data you collected
5. an analysis of the data
6. conclusions drawn from the investigation
7. an evaluation of the investigation

Part 2 - Collaboration and Learning

This part of your task focuses on your ability to collaborate with others and to reflect upon your learning. This will form the basis of your individual mark.

Section A Your Collaborative Contribution

Throughout your collaborative investigation, you will be required to complete a reflective survey (under "CI Reflection Survey" on google classroom) on your contributions to the collaborative nature of this task, as well as the contributions of others in your group. These surveys will provide some of the data used to evaluate your ability to collaborate and are based on the collaborative scale (SEE APPENDIX 1 BELOW).

In addition to this data, your teacher will be watching you as you work with your group. The collaborative scale (SEE APPENDIX 1 BELOW)) will provide the basis of what they are looking for. They will also keep notes from your group check-in meetings.

Section B The Personal Learning Statement (using the doc titled "Personal Learning Statement- CI Task" on google classroom)

Finally, you are also required to submit a personal statement of learning (300 words) with your portfolio. This statement should be completed individually not as a group. The statement will follow the outline below.

1. What have you learned about the content and question your group chose?
2. What have you learned about the research process? Consider also the issues that arose and how they were overcome.
3. What have you learned about collaboration and research? Provide examples of how you contributed to the group in a way that helped to move the group forward in the investigation.

NESA Glossary of Key Words

Understand the verb associated with the task. The verb will provide an understanding of the detail needed to successfully answer the question.

Check the NESA Glossary of Key Words for further guidance:

<https://educationstandards.nsw.edu.au/wps/portal/nesa/11-12/hsc/hsc-student-guide/glossary-keywords>

Details of Submission

Students to submit the following on google classroom by the due date:

PART 1, SECTION A: The Portfolio (on the google classroom template provided)

PART 1, SECTION B: Presentation of Findings

PART 2, SECTION A: Reflection Survey

PART 2, SECTION B: Personal Learning Statement

Teacher Feedback

- The task will typically be returned to students within 14 days of the due date.
- At this time feedback including information on how to improve will be provided through information provided on the notification.
- Students can clarify or seek further feedback by speaking with their teacher or the assessment marker.

How does this link to my learning?

- It addresses students' application and involves demonstrating their knowledge and understanding throughout the course.
- Report Outcomes linked to this task include: RO1, RO4.

Assessment Procedures

All students should be fully aware of the School Assessment Procedures for their year group. These were provided at the beginning of the school year and are available off the school website under the Learning Tab for each year group.

Marking Criteria

Group Criteria	Marks
<p>Group Mark - Product (based on the portfolio & the presentation) HM-11-06 Analysis: analyses the relationships and implications of health and movement concepts</p> <ul style="list-style-type: none"> ● Clearly demonstrates a comprehensive understanding of the relationships between health and movement concepts, draws out their implications and correctly applies them using multiple examples to support their conclusions. 9-10 ● Demonstrates a thorough understanding of the relationships between health and movement concepts, draws out their implications and correctly applies them using multiple examples. 7-8 ● Demonstrates a sound knowledge of the characteristics and features of health and movement concepts, draws out their implications and applies them using examples. 5-6 ● Demonstrates a basic knowledge of the main features of health and movement concepts and their implications. 3-4 ● Demonstrates elementary knowledge by recognising and naming health and movement concepts. 1-2 	
<p>Group Mark - Product (based on the portfolio & the presentation) HM-11-10 Research: analyses a range of sources to make conclusions about health and movement concepts</p> <ul style="list-style-type: none"> ● Clearly demonstrates the relationship between the concepts in a range of sources to draw out and make evidence-based conclusions related to health and movement concepts using examples to support their conclusions. 5 ● Clearly demonstrates the relationship between the concepts in a range of sources to draw out and make evidence-based conclusions related to health and movement concepts using examples. 4 ● Provides the characteristics and features of the concepts in a range of sources and makes conclusions related to health and movement concepts using examples. 3 ● Provides the characteristics and features of health and movement concepts using sources to make conclusions. 2 ● Provides the main features of the health and movement concepts in sources to make conclusions. 1 	
<p>Group Mark - Product (based on the portfolio & the presentation) Content-related outcome as decided (HMS11-**) </p> <ul style="list-style-type: none"> ● Demonstrates a comprehensive understanding of the chosen health and/or movement concepts addressed in the Collaborative Investigation. 9-10 ● Demonstrates a thorough understanding of the chosen health and/or movement concepts addressed in the Collaborative Investigation. 7-8 ● Demonstrates a sound understanding of the chosen health and/or movement concepts addressed in the Collaborative Investigation. 5-6 ● Demonstrates a basic understanding of the chosen health and/or movement concepts addressed in the Collaborative Investigation. 3-4 ● Demonstrates an elementary understanding of the chosen health and/or movement concepts addressed in the Collaborative Investigation. 1-2 	

Individual Criteria	Marks
<p>Individual Mark - Product (based on the personal learning statement, forms, group discussions, observations, the collaborative checklist & the presentation)</p> <p>HM-11-07 Communication: communicates health and movement concepts to audiences and contexts, using a variety of modes</p> <ul style="list-style-type: none"> ● Clearly and comprehensively communicates complex health and movement concepts using multiple examples to a range of audiences and contexts using a variety of modes and perspectives. 5 ● Clearly and thoroughly communicates health and movement concepts using examples to a range of audiences and contexts using a variety of modes and perspectives. 4 ● Soundly communicates health and movement concepts with examples to a range of audiences and contexts using a variety of modes. 3 ● Communicates health and movement concepts to an audience and/or context using a variety of modes. 2 ● Communicates health and movement concepts to an audience or context. 1 	
<p>Individual Mark - Process (based on forms, collaborative checklist, meeting minutes, & checkpoints)</p> <p>HM-11-05 Collaboration: demonstrates strategies to positively interact with others to develop an understanding of health and movement concepts</p> <ul style="list-style-type: none"> ● Clearly and regularly uses strategies to positively interact with others to deepen their understanding of health and movement concepts with a very high level of competence. 9-10 ● Regularly uses strategies to positively interact with others to deepen their understanding of health and movement concepts with a high level of competence. 7-8 ● Uses strategies to positively interact with others to deepen their understanding of health and movement concepts with competence. 5-6 ● Uses strategies to positively interact with others in relation to health and movement concepts. 3-4 ● Uses strategies to interact with others in relation to health and movement concepts. 1-2 	
Total	/40
<p>Comment:</p>	