



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

SAJO — one possible strategy

- Scenario** What was the challenge/opportunity?
(keep it simple)
- Action** What decision did I make?
(and why?)
- Judgment** Was this a good decision?
(justify reasons, with examples)
- Outcome** What were the consequences of
this decision?

Focus on the most significant decision

— not necessarily the biggest challenge or the best opportunity.

Make connections

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

Don't include matters such as:

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

Examples of a student response at different grade levels



AT THE A LEVEL

- Students will describe the challenge/opportunity, and state the decision they made.
- Judgment of the decision is supported with reasons why it was effective.
- Insight is provided by expanding on the possible effects of this decision on the research.

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 I couldn't use some of the responses 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 gave strength to my emerging key finding — that students would like the school to introduce more healthy foods in the canteen.



AT THE B LEVEL

- Students will describe the challenge/opportunity and state the decision they made.
- Judgment of the decision is supported with reasons why it was effective.

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.



AT THE C LEVEL

- Students will describe the challenge/opportunity and state the decision they made.
- A simple judgment is stated.

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.