3.1 The inquiry project

Name: _____ Class: _____ Date: _____ **Total: 25 marks**

KEY WORDS inquiry project • multimedia presentation

The inquiry project

Objective

Supported preparation: Run a focused inquiry with diverse sources and a dated process trail; Share the findings as a recorded multimedia presentation. This is original rehearsal, not completion of the assessed task.

1 Key knowledge and worked examples

Project toolkit. The cycle: focused question (concept x content x context x real case), diverse and relevant sources read three ways (claim, perspective, provenance), findings on impacts AND implications, reflection on what the inquiry missed. The process document: the dated trail (focus, sources, decisions, feedback loop) written while the inquiry runs. The presentation: recorded, multiple modes, timed, every claim cited; references list every source. Worked: the homework-chat inquiry.

2 Practice

2.1 Name the four stages of the inquiry cycle. [4]

2.2 What is the difference between an impact and an implication, with one example? [2]

2.3 Name the three parts of the project submission. [3]

2.4 What is the discipline of the process document? [2]

2.5 Name the three presentation failure modes. [3]

3 Exam-style questions

3.1 *(Focus style.)* A student asks whether social media is bad. Refocus the question with the formula, and justify each choice. [4]

3.2 *(Document style.)* The process document was written the night before submission. Explain what the marker cannot see, and the fix. [4]

3.3 *(Presentation style.)* Draft the spine of the homework-chat presentation: question, sources, finding, reflection. [3]

Solutions

2.1 Focused question: does the homework-chat group change who gets help (1); concept: power or social relations via change (any justified) (1); content: media or networks (any justified) (1); context: social (help as a community good); real case: the class chat group (1). (Any complete, justified focus accepted.)

2.2 An impact is the observable effect (help arrives faster for group members) (1); an implication is what follows from it (help quietly reroutes away from non-members) (1).

2.3 The inquiry process document (1); the recorded multimedia presentation (1); the list of references (1).

2.4 Written while the inquiry runs, not reconstructed after (1); the dated trail evidences planning, decisions and the feedback loop (1).

2.5 The read-aloud essay (no other mode) (1); the montage (no argument) (1); the uncited figure (1).

3.1 Refocused: does the class homework-chat group change who gets help (2); justification: social context situates help as a community good, media content names the ranked group feed, the real case keeps one platform in view (2).

3.2 The marker cannot see the inquiry being managed: no dated trail, no decisions with reasons, no feedback loop (2); fix: log focus, sources and decisions as they happen, and record the draft feedback with what changed (2).

3.3 Spine: the question on one slide (1); the three sources with perspectives, the rerouting finding as a flow graphic with the clip (1); the reflection (the silent non-members surveyed next) with all eleven references (1).

Local review guidance: (R1) 3.1 completes the formula; 3.2 names what the trail evidences; 3.3 keeps every claim cited. Authored guidance.