



Task Number	2	Task Name	Collaborative Investigation
Course	Health & Movement Science	Faculty	PDHPE
Teacher	Everson	Head Teacher	Varcoe
Issue date	Week 4 (Tuesday)	Due date	Week 7 In Class (Friday)
Focus (Topic)	Collaborative Investigation	Task Weighting	40%

Outcomes assessed

HM-11-05: Demonstrates strategies to positively interact with others to develop an understanding of health and movement concepts.

HM-11-06: Analyses the relationships and implications of health and movement concepts.

HM-11-07: Communicates health and movement concepts to audiences and contexts, using a variety of modes.

HM-11-10: Analyses a range of sources to make conclusions about health and movement concepts.

One additional content-based outcome (to be negotiated with the teacher based on chosen topic).

Task description

In this task, students will work collaboratively in groups to investigate a health or movement concept of interest aligned with the syllabus content from either "The Body and Mind in Motion."

This process will involve:

- Developing a research question using the **RAFTER model** (See Google Classroom for Template) or the refined question model in Titan Workbook (Page 15)
- Conducting primary and secondary research
- Documenting the investigation in a portfolio
- Creating and delivering a multimodal presentation to an authentic audience
- Reflecting on collaboration strategies and individual learning

The task includes both **group and individual components**.

Marking Guidelines

Group Mark (20 marks)

- Understanding and application of health/movement concepts (HM-11-06)
- Quality and validity of research (HM-11-10)
- Communication and structure of presentation (HM-11-07)

Individual Mark (15 marks)

- Contribution to group work and collaboration strategies (HM-11-05)
- Depth of personal reflection and learning (writing quality and content)

Annotated Bibliography (5 marks) (See Google Classroom for Template)

- Evaluation of sources and relevance to investigation
- Writing clarity and use of structure and convention

* Throughout the Collaborative Investigation, students will collect pieces of evidence related to their investigation. Group members may collect the same pieces of evidence

<p>Writing Expectations</p> <p>This task includes explicit expectations for academic and reflective writing. Students will:</p> <ul style="list-style-type: none"> - Use nominalisation and causal connectives in data analysis - Apply evaluative language in reflections and conclusions - Include complex noun groups to convey discipline-specific concepts - Maintain appropriate register (formal for analysis, reflective for personal learning) <p>Scaffolded structures for:</p> <ul style="list-style-type: none"> - Investigation report, Critical reflection, Sequential and causal explanations and an Annotated bibliography (See Appendix 2 for Writing Expectations Scaffolds)
<p>Step by Step Guide</p> <p>Phase 1: Group and Research Question Formation (<i>Titan Pages 5-16</i>)</p> <ul style="list-style-type: none"> <input type="checkbox"/> Form a collaborative group [Group] – You will be placed in a group. Complete Skills Checklist (Page 5-7). <input type="checkbox"/> Each group will complete a Group Agreement Form [Group] <input type="checkbox"/> Explore topic ideas [Group] (See Google Classroom for Template) <input type="checkbox"/> Conduct preliminary research [Individual] – Use credible sources to identify knowledge gaps. <input type="checkbox"/> Develop a research question using RAFTER [Group] (See Google Classroom for Template) or the refined question model in Titan Workbook (Page 15). <input type="checkbox"/> Submit Checkpoint 1 [Group] – Research question, rationale, group roles, and learning matrix. <p>Phase 2: Background Research and Hypothesis (<i>Titan Pages. 17–21</i>)</p> <ul style="list-style-type: none"> <input type="checkbox"/> Conduct background research – [Individual] – Build a brief literature review. <input type="checkbox"/> Develop a hypothesis [Group] – Create a testable statement based on your review. <input type="checkbox"/> Submit Checkpoint 2 [Group] – Summary of research, annotated bibliography (x1), draft plan. <p>Phase 3: Research Design and Ethics (<i>Titan Pages 22-31</i>)</p> <ul style="list-style-type: none"> <input type="checkbox"/> Select research method [Group] – Choose qualitative, quantitative, or mixed. <input type="checkbox"/> Gain ethical approval [Group] – Submit forms and consent forms (See Google Classroom for Template) <input type="checkbox"/> Submit Checkpoint 3 [Group] – Final method, planning evidence, signed ethical forms. <p>Phase 4: Data Collection and Analysis (<i>Titan Pages 32-43</i>)</p> <ul style="list-style-type: none"> <input type="checkbox"/> Collect data [Group] – Ensure secure and accurate collection. <input type="checkbox"/> Analyse data [Group] – Quantitative (charts, trends), Qualitative (themes, coding). <input type="checkbox"/> Submit Checkpoint 4 [Group] – Data sample + brief draft analysis. <p>Phase 5: Presentation and Reflection (<i>Titan Pages 44-49</i>)</p> <ul style="list-style-type: none"> <input type="checkbox"/> Compile and submit your group portfolio [Group] – Include all planning, process, and drafts. <input type="checkbox"/> Submit individual work [Individual] – 3 reflections, personal statement, annotated bibliography. <p>Students will <u>select 3 pieces</u> of evidence from their group portfolio that demonstrate how they have collaborated with their group. They will write three reflections of 200–250 words for each of their chosen pieces of evidence. Students will reflect on the overall effectiveness of the strategies they and/or their group have used for collaboration using the following questions as a guide:</p> <ul style="list-style-type: none"> • What collaboration strategies were used to interact with others? • How effective were the strategies in completing the group investigation? • How could the use of collaboration strategies be improved in the future? <p>Evidence may include: a research design (including an overview of research methods), evidence of the sequential development of the research question, a record of discussions with peers, meeting minutes, a record of major decisions about the investigation, cumulative self, peer and teacher reflection/evaluation (any feedback), draft responses to the research question, a personal statement of learning.</p> <ul style="list-style-type: none"> <input type="checkbox"/> Present findings to an audience [Group] – Use a multimodal format. The presentation will include, but is not limited to: <ul style="list-style-type: none"> • Background and rationale (overview) • Research methodology (including justification of methods, process and ethical considerations) • Summary of key findings (summary of existing research) - Visuals/graphs • Discussion of implications (It should explain why your findings matter, who is affected, and what the consequences are if the issue isn't addressed) • Proposed future directions or solutions (proposing solutions to the issue aligned to the findings) <p>Phase 6: Annotated bibliography (3 sources – 150–200 words each) p. 49</p> <p>The <u>group</u> submit a APA 7th reference list that contains <u>all</u> sources used. Each member [individual] of the group will select 3 sources and annotate them based on how they were used in their group's investigation.</p>

Marking Guidelines – Presentation of Findings (Group)	
A student:	Mark
<ul style="list-style-type: none"> • Demonstrates a comprehensive understanding of the health and/or movement concepts addressed in the Collaborative Investigation • Proposes clear and appropriate future directions for the chosen health and/or movement issue • Provides clear and well-reasoned judgements about the methods, process and ethical considerations for the Collaborative Investigation • Makes clear reference to a range of relevant sources and examples to support the response • Provides a logical, cohesive and well-structured presentation using appropriate health and movement concepts 	17–20
<ul style="list-style-type: none"> • Demonstrates a thorough understanding of the health and/or movement concepts addressed in the Collaborative Investigation • Proposes appropriate future directions for the chosen health and/or movement issue • Provides clear judgements about the methods, process and ethical considerations for the Collaborative Investigation • Refers to relevant sources and examples to support the response • Provides a logical and structured presentation using appropriate health and movement concepts 	13–16
<ul style="list-style-type: none"> • demonstrates a sound understanding of the health and/or movement concepts addressed in the Collaborative Investigation • proposes future direction(s) for the chosen health and/or movement issue • provides some judgement(s) about the methods and/or process and ethical considerations for the Collaborative Investigation • makes some reference to sources and examples to support the response • provides a structured presentation using appropriate health and movement concepts 	9–12
<ul style="list-style-type: none"> • demonstrates a basic understanding of the health and/or movement concepts addressed in the Collaborative Investigation • outlines future direction(s) related to the chosen health and/or movement issue • outlines the methods and/or process and/or ethical considerations for the Collaborative Investigation • may refer to source(s) and/or example(s) to support the response • uses some health and movement concepts 	5–8
<ul style="list-style-type: none"> • demonstrates an elementary understanding of the health and/or movement concepts addressed in the Collaborative Investigation • may refer to a future direction • may refer to a source or an example 	1–4
Note: group members may choose the same sources, but the annotations should be completed independently.	

Feedback:

Marking Guidelines – Portfolio (Individual)	
A student:	Mark
<ul style="list-style-type: none"> Provides clear and well-reasoned judgements about the effectiveness of strategies used to interact with others Makes clear and appropriate suggestions for improving collaboration strategies Analyses sources and makes clear reference to how they have been used to draw conclusions about health and/or movement concepts 	13–15
<ul style="list-style-type: none"> Provides clear judgements about the effectiveness of strategies used to interact with others Makes appropriate suggestions for improving collaboration strategies Analyses sources and makes reference to how they have been used to draw conclusions about health and/or movement concepts 	10–12
<ul style="list-style-type: none"> Provides some judgment(s) about the strategies used to interact with others Makes suggestion(s) for improving collaboration strategies Makes reference to sources and how they have been used to support the response 	7–9
<ul style="list-style-type: none"> Outlines strategies used to interact with others May identify issue(s) or suggest way(s) to improve collaboration May refer to source(s) and/or example(s) in the response 	4–6
<ul style="list-style-type: none"> Identifies a strategy(ies) used to interact with others May identify an issue or a way to improve collaboration May refer to a source or an example 	1–3

Feedback: <hr/> <hr/> <hr/>

Marking Guidelines – Annotated Bibliography (Individual)	
A student:	Mark
<ul style="list-style-type: none"> Evaluates sources with clear, accurate judgments about credibility and relevance Consistently uses correct structure, academic tone, and health/movement-specific terminology 	5
<ul style="list-style-type: none"> Evaluates sources with mostly accurate judgments and clear relevance Uses appropriate structure and tone with few errors 	4
<ul style="list-style-type: none"> Makes general statements about source quality or relevance Structure is mostly appropriate with some lapses in clarity or tone 	3
<ul style="list-style-type: none"> Provides limited commentary on source quality or relevance Writing may lack clarity or correct structure 	2
<ul style="list-style-type: none"> Minimal or inaccurate evaluation of sources Writing is unclear or lacks expected structure and conventions 	1

Feedback: <hr/> <hr/> <hr/>

Appendix 1: Timeline

Timeline	
Week	What to Submit / Complete
3	Group proposal + Checkpoint 1
4	Ethical forms + draft survey/interview tools + Checkpoint 2
5	Data collection + Checkpoint 3
6	Draft presentation + Reflection writing + Checkpoint 4
7	Final presentation + portfolio + reflection submission

Appendix 2: Writing Expectation and Scaffolded Structures

Writing Expectation
<p>Use nominalisation and causal connectives in data analysis Before: "We collected data and found students slept less when using devices." After: "The reduction in sleep duration was caused by increased screen exposure, as reported in both the survey data and supporting literature."</p>
<p>Apply evaluative language in reflections and conclusions <i>Example 1:</i> "Working with my group was a highly productive experience. I found the discussion process insightful, and I believe our presentation was well-reasoned and logically structured." <i>Example 2:</i> Before: "I think we did okay." After: "Our collaboration was productive and insightful. We adapted our plan effectively, and our presentation was logically structured."</p>
<p>Include complex noun groups to convey discipline-specific concepts <i>Example 1:</i> "The increased frequency of unstructured recreational screen use among adolescents significantly impacted sleep patterns and perceived energy levels." <i>Example 2:</i> Before: "Lots of teenagers use their phones too much." After: "The increased frequency of unstructured recreational screen use among adolescents significantly affected sleep quality and energy levels."</p>
<p>Maintain appropriate register (formal for analysis, reflective for personal learning) Formal Example: "The findings indicate a correlation between post-9pm screen exposure and reported sleep disruption." Reflective Example: "Initially, I was unsure about how to contribute, but after reviewing our feedback, I felt more confident in taking on the role of editor."</p>

Scaffolded Structures
<p>Investigation report: Introduction (topic + purpose), Method (brief explanation of primary/secondary approach), Findings (summary and data reference), Implications (what findings mean), Conclusion (summary + future directions).</p>
<p>Critical reflection: Introduction (context + group goal), Reflection (what worked/what didn't), Analysis (why things happened, connections to collaboration strategies), Conclusion (personal learning + next steps).</p>
<p>Sequential and causal explanations: Use time connectives (e.g. First, Then, As a result...), causal connectives (e.g. because, therefore), and passive structures (e.g. data was collected...).</p>
<p>Annotated bibliography: Source citation (APA), Summary of content (1–2 sentences), Evaluation of credibility (author, date, bias), Relevance to investigation (why you used it).</p>