SESSION 4

Part C: Problem-Based Inquiry

Individual work · a hypothesis · real data

AWARENESS | SENSITIVITY | CREATIVITY

Where honesty outscores being right

From Part B to Part C: What Changes

Same three colours, same three-stage skeleton — different engine

	Part B	Part C
Who works	The group	**One learner, alone**
The engine	A project and its product	**A HYPOTHESIS tested against data**
Teacher checklist	All statements printed	**3 printed + 2 YOU choose (Stage 3 Awareness: 4 printed + 2)**
Teacher maximum	26	**16 (5+5+ 6) Awareness 15 (5+5+5) Sensitivity & Creativity**

Part C is where a Class IX learner does, in miniature, what a researcher does: state something testable, collect real evidence, and report honestly what the evidence says.

What exactly is Part C?

Problem-Based Inquiry is an individual, real-world inquiry supported by evidence.

INDIVIDUAL

One learner works on the inquiry.

REAL-WORLD PROBLEM

The issue should have multiple possible solutions.

DATA + RESPONSE

Questionnaire/interview data support the proposed response.

- Process matters as much as the final product.
- Peer review is a key part of the inquiry.
- The learner reflects at multiple points and the teacher assesses the process and evidence.

Part C at a glance



KEY IDEA

Stages are structured checkpoints for inquiry, feedback, reflection and revision—not three separate unrelated assignments.

Problem-Based Inquiry
Page 1

The flow of the observation template for **Problem-Based Inquiry** is given below.

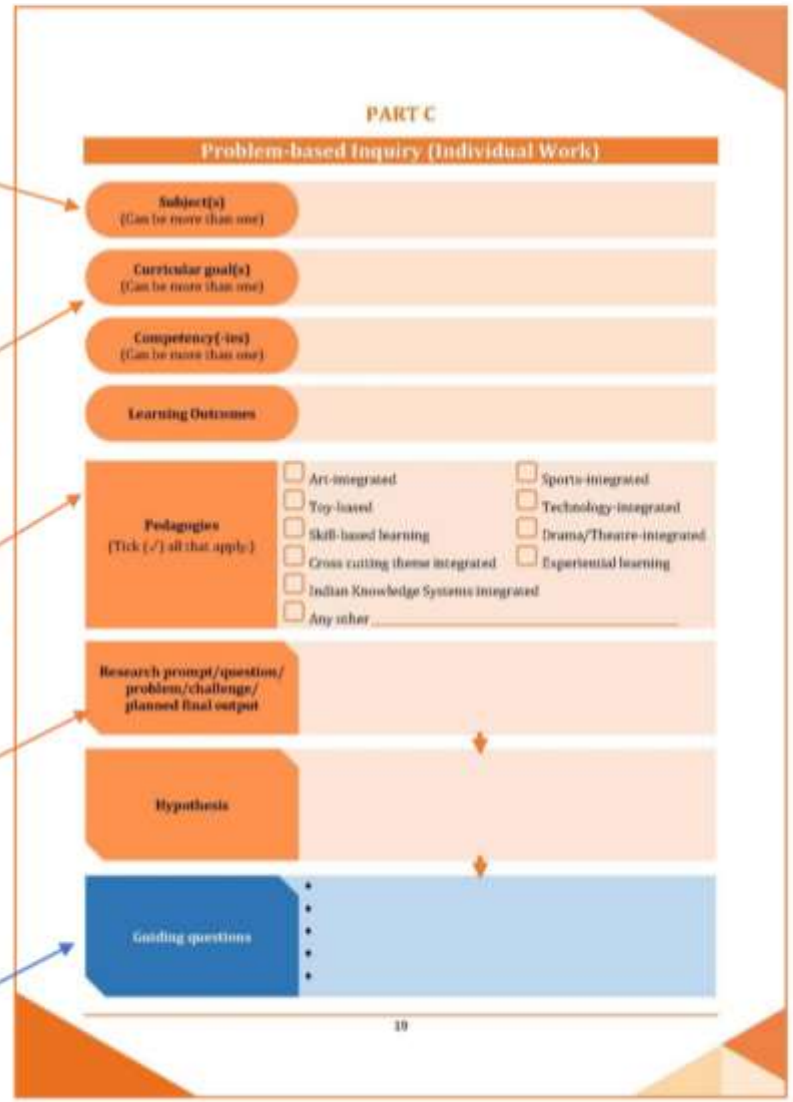
Teacher chooses the subject or multiple subjects that Problem-Based Inquiry covers.

Teacher chooses the curricular goals and competencies they want to focus on in this Problem-Based Inquiry.

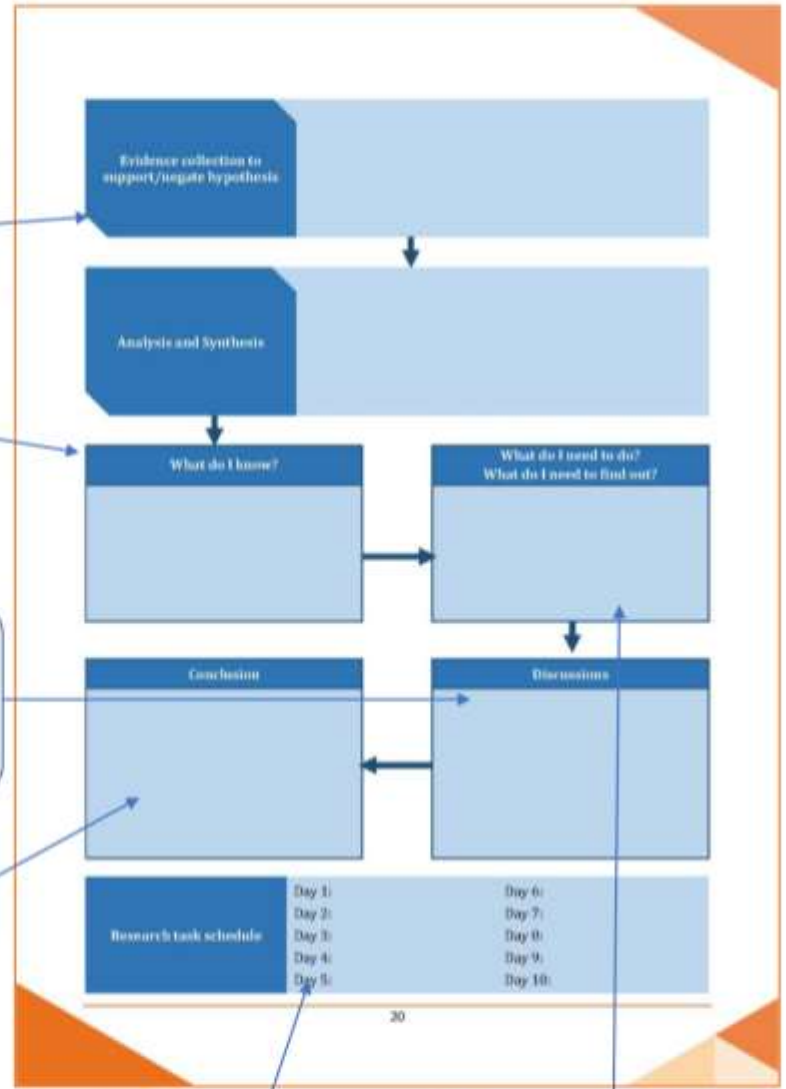
Teacher chooses the pedagogies/approaches this Problem-Based Inquiry uses/integrates.

Teacher identifies the task prompt/challenge/planned final output.
Teacher also identifies hypothesis, if appropriate.

Learners write some guiding questions to "unpack" the task prompt/question.



Problem-Based Inquiry
Page 2



Learners proposes some possible evidence in response to a proposed hypothesis or solution.

Learners note down what they already know about the task prompt/question.

Learners discuss the problem, either with peers or internally and record some considerations that come out of these discussions.

Learners come to a tentative conclusion or proposed solution.

Learners plan their task schedule. As mentioned earlier, days need not be consecutive but instead should be thought of mini stages to do the inquiry task.

Learners identify what they need to find out to do the research task and fill this box.

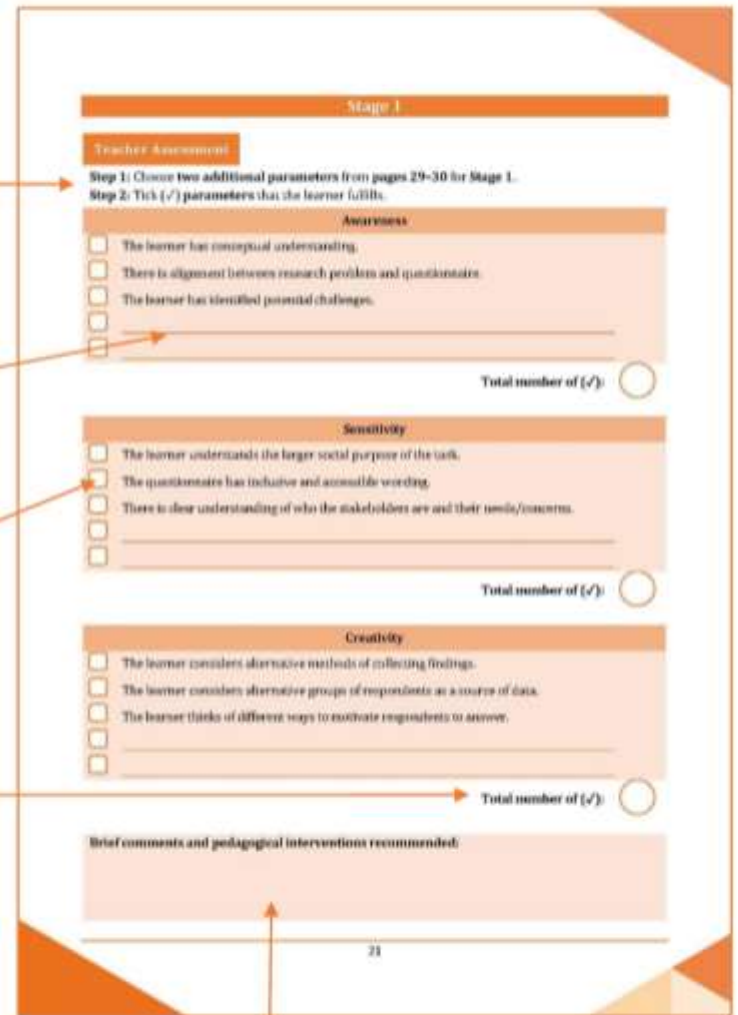
Problem Based Inquiry
Page 3

Some existing parameters that will automatically apply for this stage have been added.

Teacher identifies two additional parameters per ability to assess learners after Stage 1 and adds them here.

Teacher ticks the applicable parameters for each ability.

Teacher counts the total number of ticked statements and writes them in the circles.

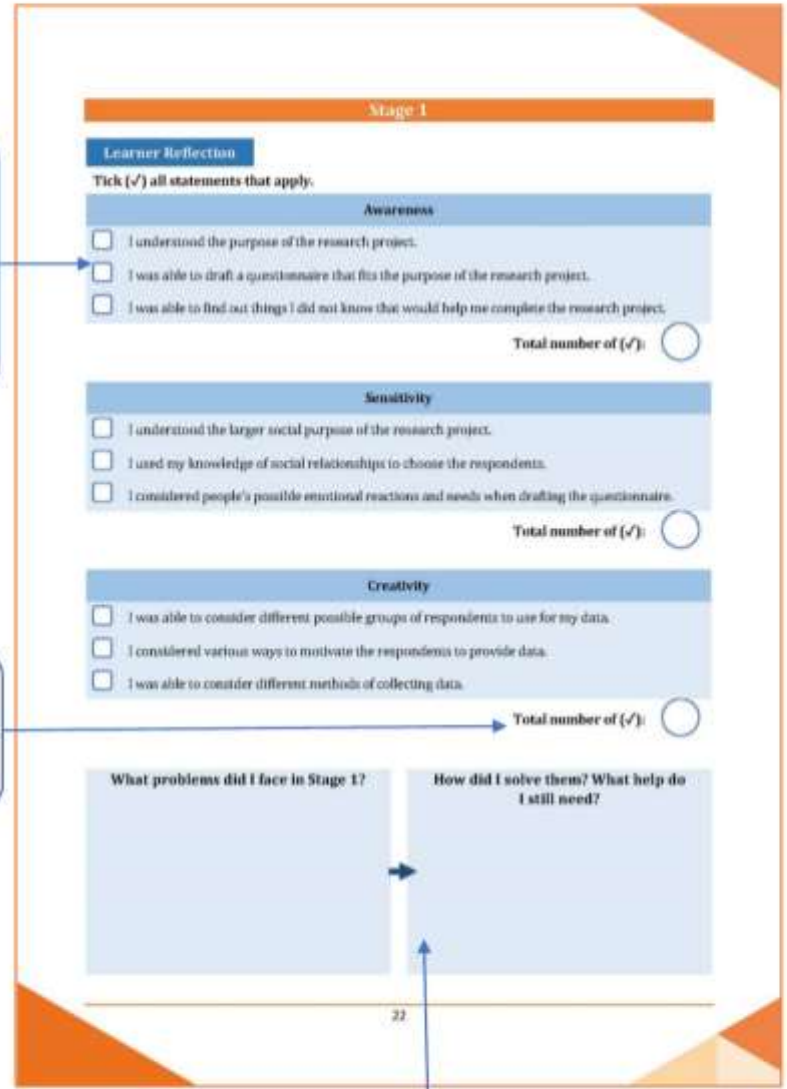


Teacher writes some comments about the learner's performance.

Problem-Based Inquiry
Page 4

Learners are encouraged to think about their experience of creating a draft plan in terms of the questionnaire and the problem and solutions. They tick the applicable statements.

Learners count the number of ticks for each ability and write the total in the circle.



Stage 1

Learner Reflection

Tick (✓) all statements that apply.

Awareness

- ☐ I understood the purpose of the research project.
- ☐ I was able to draft a questionnaire that fits the purpose of the research project.
- ☐ I was able to find out things I did not know that would help me complete the research project.

Total number of (✓): ◯

Sensitivity

- ☐ I understood the larger social purpose of the research project.
- ☐ I used my knowledge of social relationships to choose the respondents.
- ☐ I considered people's possible emotional reactions and needs when drafting the questionnaire.

Total number of (✓): ◯

Creativity

- ☐ I was able to consider different possible groups of respondents to use for my data.
- ☐ I considered various ways to motivate the respondents to provide data.
- ☐ I was able to consider different methods of collecting data.

Total number of (✓): ◯

What problems did I face in Stage 1?	How did I solve them? What help do I still need?

22

Learners are encouraged to think about problems they faced in Stage 1, how they solved them, and think about support they still need.

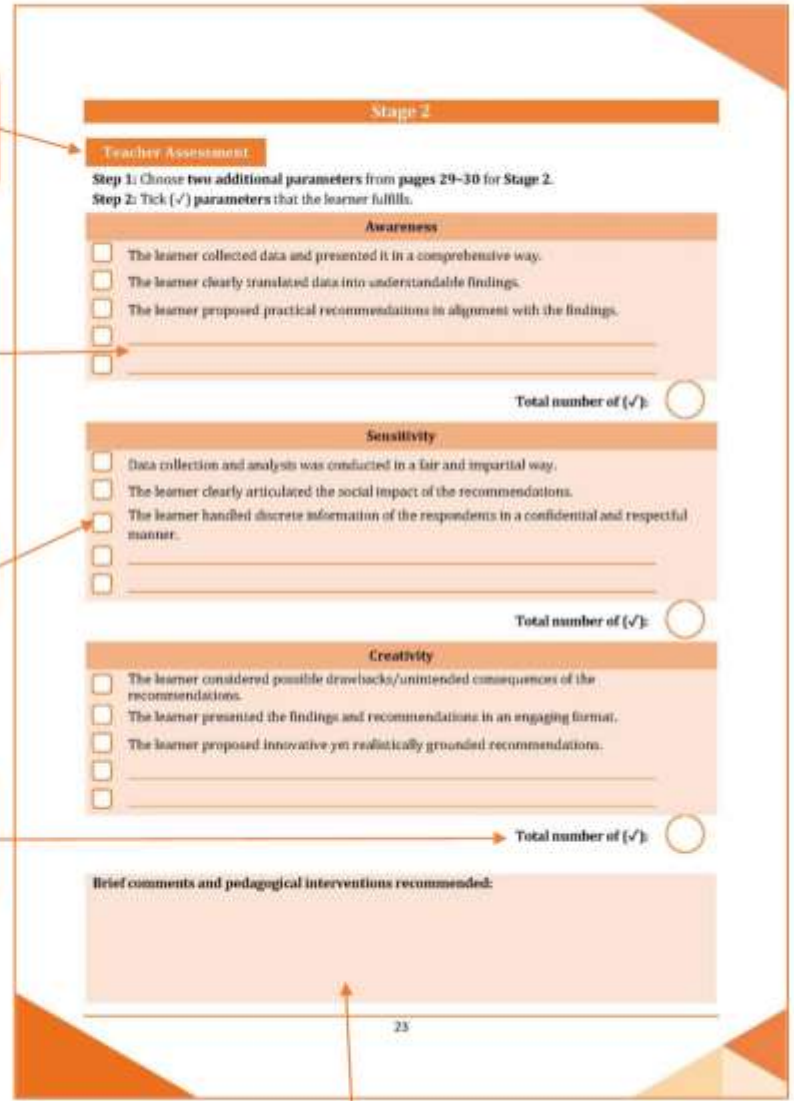
Problem-Based Inquiry
Page 5

Some existing parameters that will automatically apply for this stage have been added.

Teacher identifies two additional parameters per ability to assess learners after Stage 2 and adds them here. This is after the peer reviews the draft the learner has prepared.

Teacher ticks the applicable parameters for each ability.

Teacher counts the total number of ticked statements and writes them in the circles.



Stage 2

Teacher Assessment

Step 1: Choose **two additional parameters** from **pages 29–30** for **Stage 2**.
Step 2: Tick (✓) **parameters** that the learner fulfills.

Awareness

- ☐ The learner collected data and presented it in a comprehensive way.
- ☐ The learner clearly translated data into understandable findings.
- ☐ The learner proposed practical recommendations in alignment with the findings.
- ☐ _____
- ☐ _____

Total number of (✓): ◯

Sensitivity

- ☐ Data collection and analysis was conducted in a fair and impartial way.
- ☐ The learner clearly articulated the social impact of the recommendations.
- ☐ The learner handled discrete information of the respondents in a confidential and respectful manner.
- ☐ _____
- ☐ _____

Total number of (✓): ◯

Creativity

- ☐ The learner considered possible drawbacks/unintended consequences of the recommendations.
- ☐ The learner presented the findings and recommendations in an engaging format.
- ☐ The learner proposed innovative yet realistically grounded recommendations.
- ☐ _____
- ☐ _____

Total number of (✓): ◯

Brief comments and pedagogical interventions recommended:

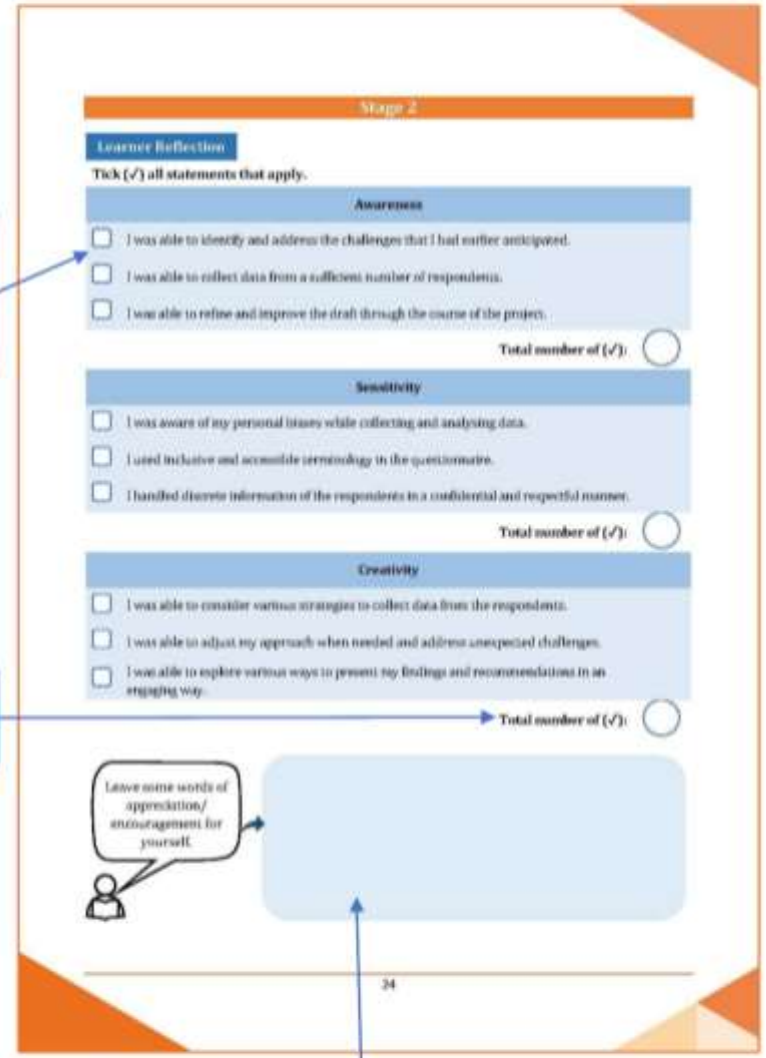
23

Teacher writes some comments about the learner's performance.

Problem-Based Inquiry
Page 6

Learners are encouraged to think about their experience of working on the research work and how they progressed from Stage 1 to 2 to 3. They tick the applicable statements.

Learners count the number of ticks for each ability and write the total in the circle.



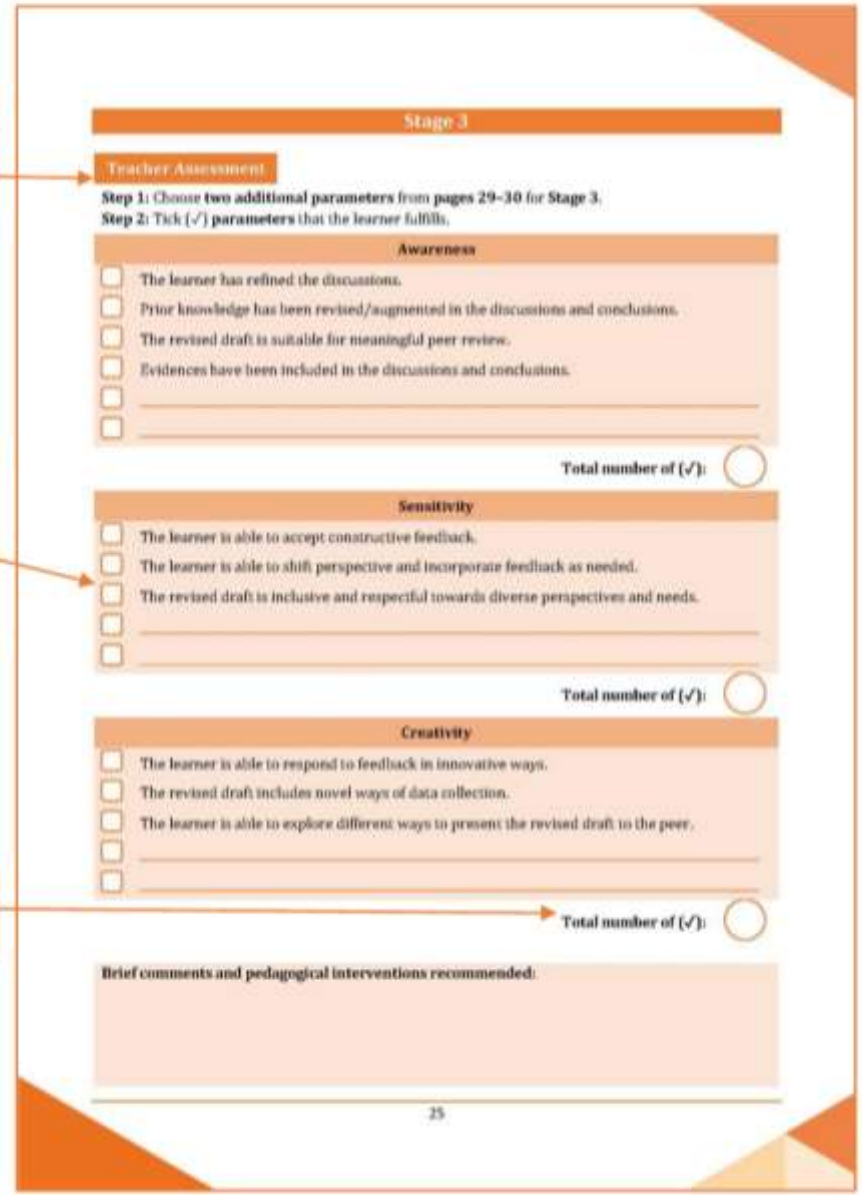
Learners are encouraged to think about how they have progressed write some words of appreciation for themselves.

Problem-Based Inquiry
Page 7

Some existing parameters that will automatically apply for this stage have been added.

Teacher identifies two additional parameters per ability to assess learners after Stage 3 and adds them here. This is after the final research work has been submitted and reviewed.

Teacher ticks the applicable parameters for each ability.



Stage 3

Teacher Assessment

Step 1: Choose **two additional parameters** from **pages 29–30** for **Stage 3**.
Step 2: Tick (✓) **parameters** that the learner fulfills.

Awareness

- ☐ The learner has refined the discussions.
- ☐ Prior knowledge has been revised/augmented in the discussions and conclusions.
- ☐ The revised draft is suitable for meaningful peer review.
- ☐ Evidences have been included in the discussions and conclusions.
- ☐ _____
- ☐ _____

Total number of (✓): ◯

Sensitivity

- ☐ The learner is able to accept constructive feedback.
- ☐ The learner is able to shift perspective and incorporate feedback as needed.
- ☐ The revised draft is inclusive and respectful towards diverse perspectives and needs.
- ☐ _____
- ☐ _____

Total number of (✓): ◯

Creativity

- ☐ The learner is able to respond to feedback in innovative ways.
- ☐ The revised draft includes novel ways of data collection.
- ☐ The learner is able to explore different ways to present the revised draft to the peer.
- ☐ _____
- ☐ _____

Total number of (✓): ◯

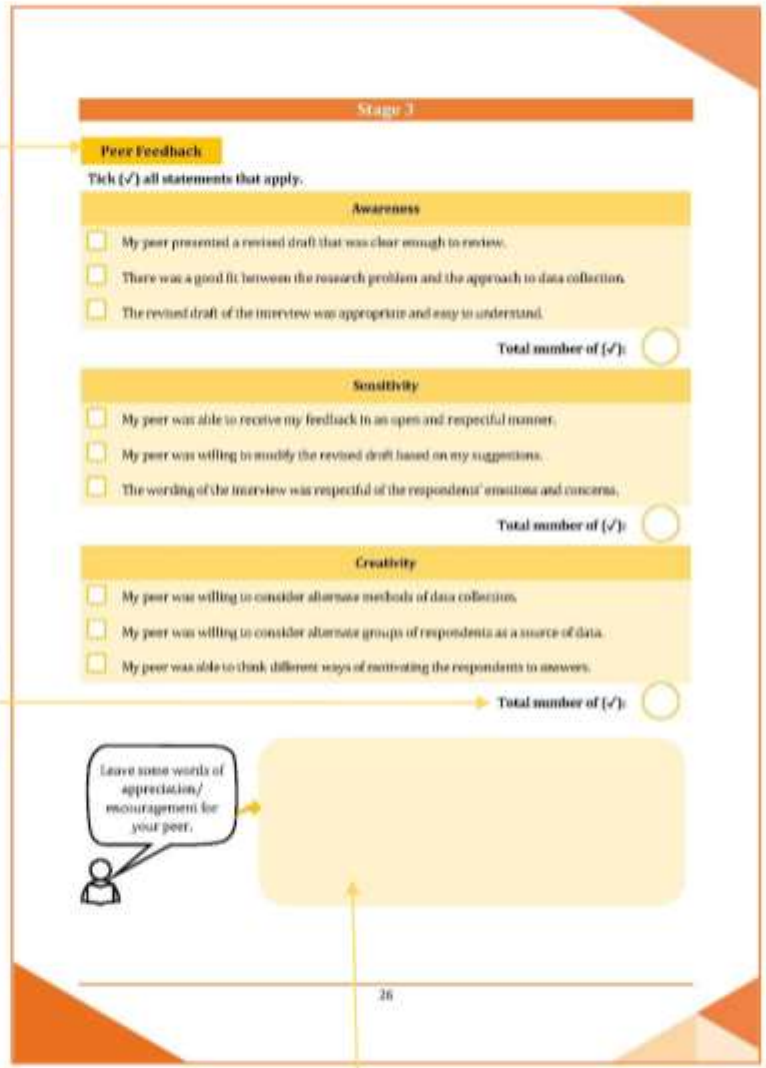
Brief comments and pedagogical interventions recommended:

25

Problem-Based Inquiry
Page 8

Peer reviews the revised draft created by the learner and then ticks the applicable statements.

Peer counts the number of ticks for each ability and writes the total in the circle.



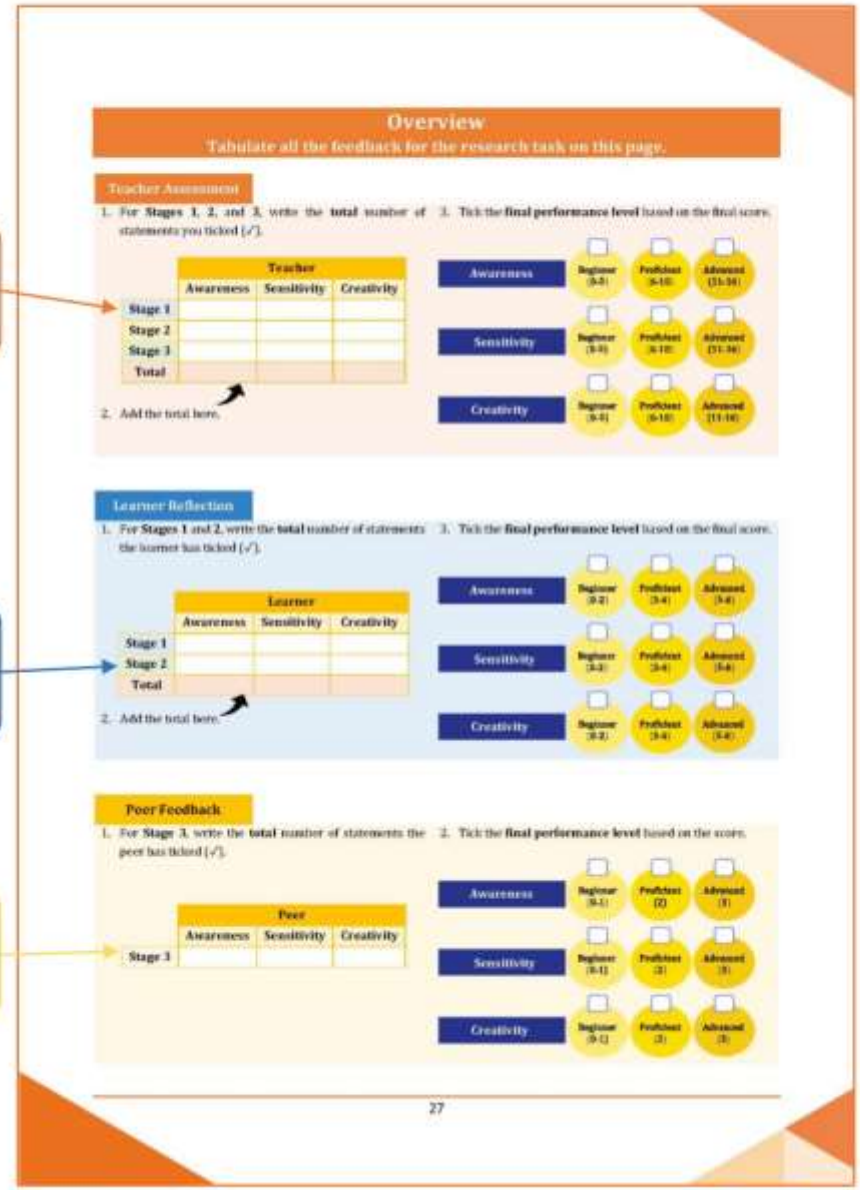
Peer is encouraged to leave some words of appreciation/ encouragement for the learner and any other feedback they would like to share.

Problem-Based Inquiry
Page 9

Teacher counts the total of statements ticked for all stages and completes the table.

Learner counts the total of statements ticked for stages 1 and 3 and completes the table.

Peer counts the total of statements ticked and completes the table.



Overview

Tabulate all the feedback for the research task on this page.

Teacher Assessment

1. For **Stages 1, 2, and 3**, write the **total** number of statements you ticked (✓).
2. Add the total here.
3. Tick the **final performance level** based on the final score.

	Teacher		
	Awareness	Sensitivity	Creativity
Stage 1			
Stage 2			
Stage 3			
Total			

Awareness: Beginner (0-3) | Proficient (4-10) | Advanced (11-16)

Sensitivity: Beginner (0-3) | Proficient (4-10) | Advanced (11-16)

Creativity: Beginner (0-3) | Proficient (4-10) | Advanced (11-16)

Learner Reflection

1. For **Stages 1** and **2**, write the **total** number of statements the learner has ticked (✓).
2. Add the total here.
3. Tick the **final performance level** based on the final score.

	Learner		
	Awareness	Sensitivity	Creativity
Stage 1			
Stage 2			
Total			

Awareness: Beginner (0-2) | Proficient (3-4) | Advanced (5-6)

Sensitivity: Beginner (0-2) | Proficient (3-4) | Advanced (5-6)

Creativity: Beginner (0-2) | Proficient (3-4) | Advanced (5-6)

Peer Feedback

1. For **Stage 3**, write the **total** number of statements the peer has ticked (✓).
2. Tick the **final performance level** based on the score.

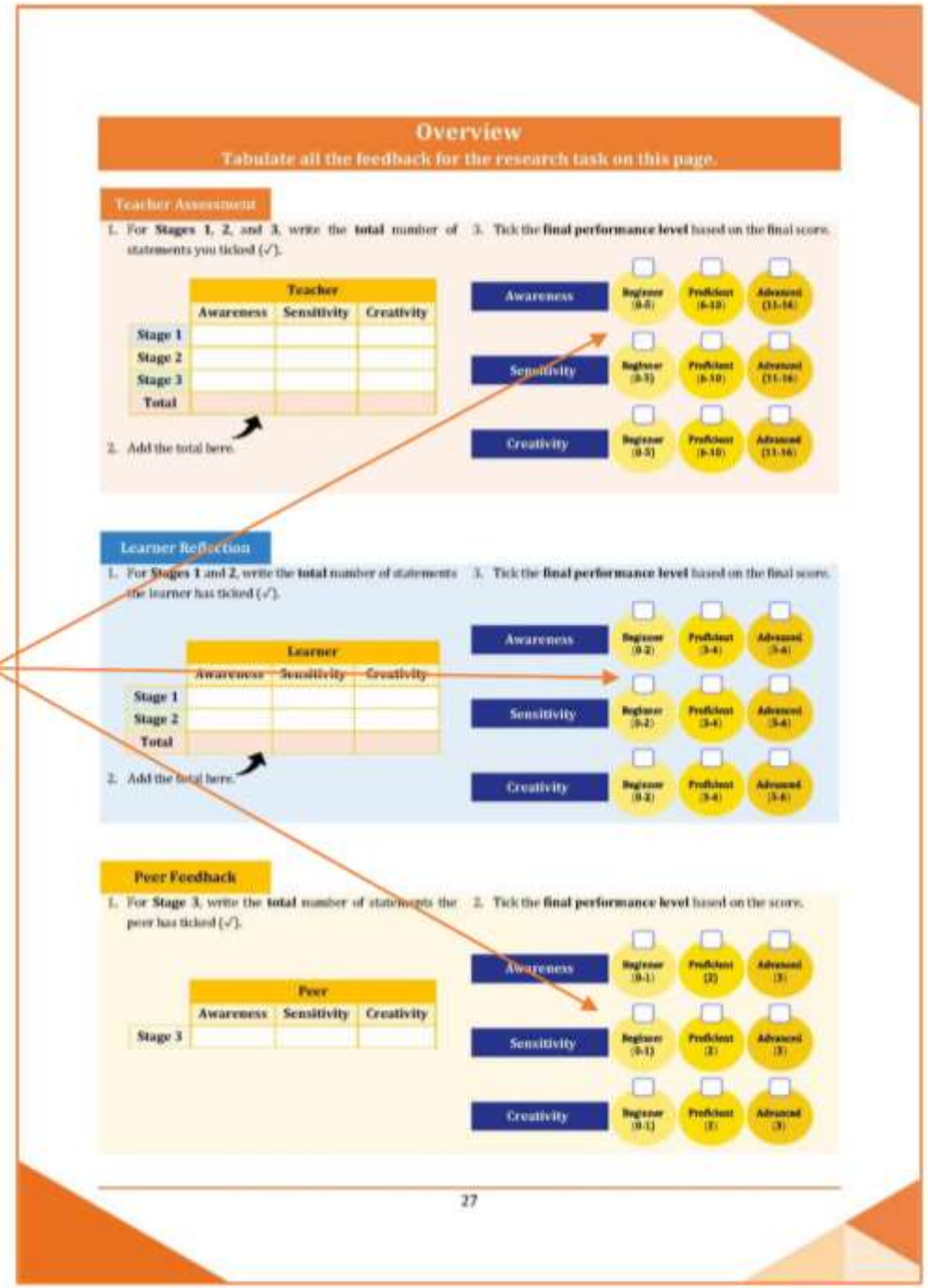
	Peer		
	Awareness	Sensitivity	Creativity
Stage 3			

Awareness: Beginner (0-1) | Proficient (2) | Advanced (3)

Sensitivity: Beginner (0-1) | Proficient (2) | Advanced (3)

Creativity: Beginner (0-1) | Proficient (2) | Advanced (3)

Based on the total score for each ability (Awareness, Sensitivity, Creativity) for all three stakeholders, the teacher ticks the final performance level.



Overview

Tabulate all the feedback for the research task on this page.

Teacher Assessment

1. For **Stages 1, 2,** and **3**, write the **total** number of statements you ticked (✓).

	Teacher		
	Awareness	Sensitivity	Creativity
Stage 1			
Stage 2			
Stage 3			
Total			

2. Add the total here.

3. Tick the **final performance level** based on the final score.

	Beginner	Proficient	Advanced
Awareness	(0-5)	(6-10)	(11-16)
Sensitivity	(0-5)	(6-10)	(11-16)
Creativity	(0-5)	(6-10)	(11-16)

Learner Reflection

1. For **Stages 1** and **2**, write the **total** number of statements the learner has ticked (✓).

	Learner		
	Awareness	Sensitivity	Creativity
Stage 1			
Stage 2			
Total			

2. Add the total here.

3. Tick the **final performance level** based on the final score.

	Beginner	Proficient	Advanced
Awareness	(0-2)	(3-4)	(5-6)
Sensitivity	(0-2)	(3-4)	(5-6)
Creativity	(0-2)	(3-4)	(5-6)

Peer Feedback

1. For **Stage 3**, write the **total** number of statements the peer has ticked (✓).

	Peer		
	Awareness	Sensitivity	Creativity
Stage 3			

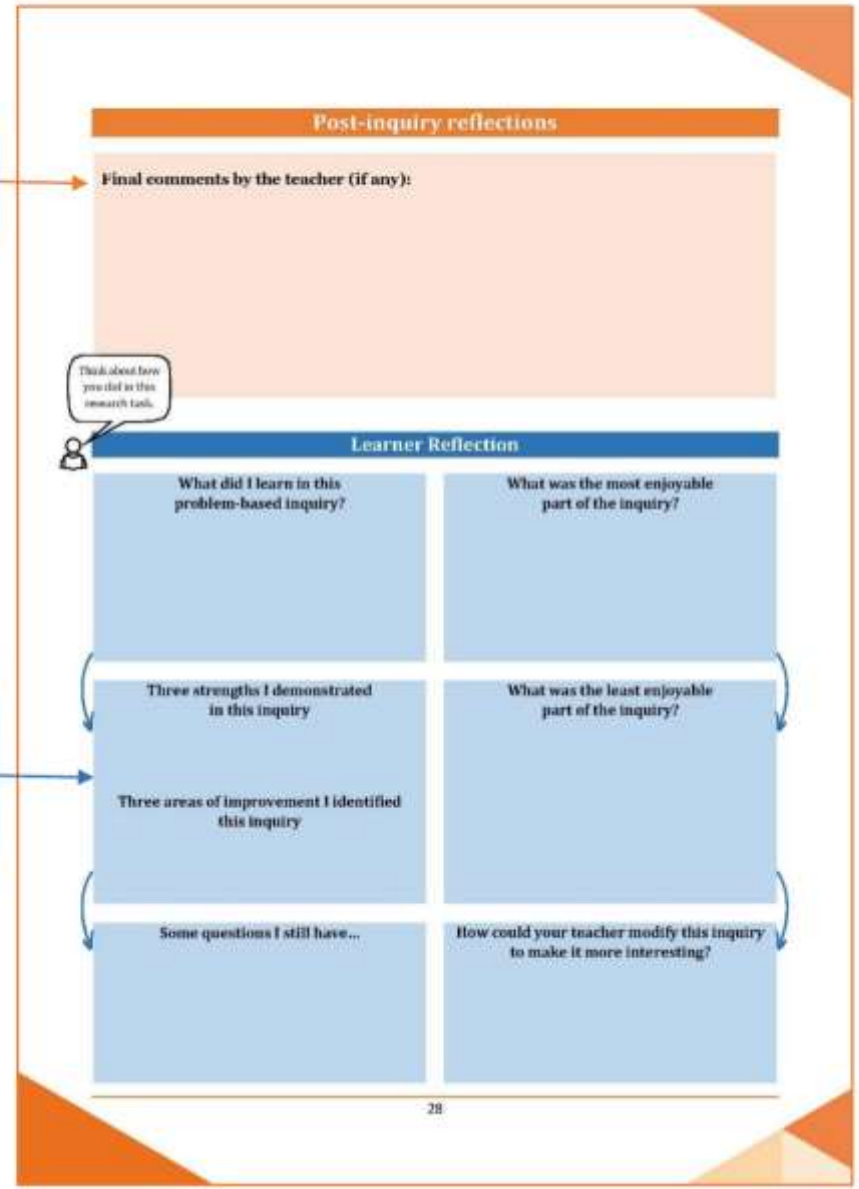
2. Tick the **final performance level** based on the score.

	Beginner	Proficient	Advanced
Awareness	(0-1)	(2)	(3)
Sensitivity	(0-1)	(2)	(3)
Creativity	(0-1)	(2)	(3)

Problem-Based Inquiry
Page 10

Teacher writes some final comments and feedback for the learner.

Learner completes the post-project reflection template and responds to the prompts/ questions. It also includes feedback for the teacher.



Teacher uses an appropriate selection of these parameters on in all three stages.

Assessment Parameters for Problem-based Inquiry

*These assessment parameters are only illustrative. Please adapt them as per the research task and the classroom dynamics.

Awareness

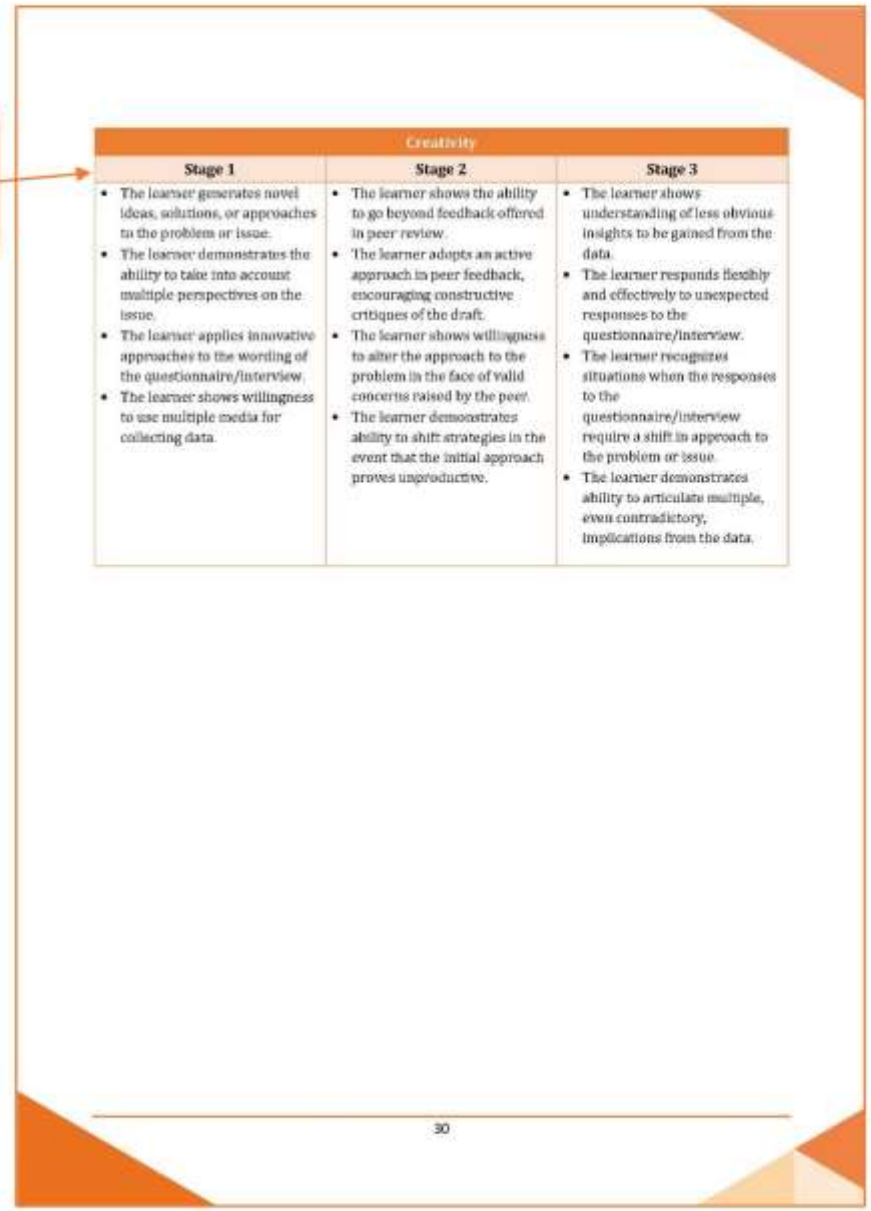
Stage 1	Stage 2	Stage 3
• The learner demonstrates understanding of what would constitute supporting evidence for a proposal. • The learner considers the merits of alternative groups as sources of input for the questionnaire/interview. • The learner considers significant constraints (time/access/respondents' attitudes) when drafting the questionnaire/interview. • The learner uses background knowledge and understanding of the context to effectively frame and limit the topics of inquiry.	• The learner demonstrates understanding of the possible limitations of data collected from a particular group in the questionnaire/ interview. • The learner demonstrates understanding of possible problems with the reliability and credibility of responses to the questionnaire/ interview. • The learner shows understanding of how to obtain meaningful data from the questionnaire/interview by asking clear, unambiguous questions. • The learner demonstrates the ability to distinguish between essential and non-essential peer feedback.	• The learner acknowledges results of the questionnaire/ interview that go against the recommended course of action. • The learner presents findings in a clear and easily understood manner. • The learner demonstrates ability to discern more meaningful data or responses. • The learner demonstrates ability to articulate connections between particular findings and recommendations.

Sensitivity

Stage 1	Stage 2	Stage 3
• The learner demonstrates consideration of possible emotional impacts of the questionnaire/interview. • The learner demonstrates understanding of the different impacts of policy proposals on different groups. • The learner avoids overly intrusive questions on potentially sensitive topics. • The learner adapts the questionnaire to accommodate diverse communication styles.	• The learner adopts a professional tone appropriate to the topic of inquiry. • The learner demonstrates ability to adapt the approach of the questionnaire/ interview to the needs of the respondents. • The learner responds to negative feedback in a constructive manner. • The learner shows the ability to acknowledge their own personal biases and how they might affect the task.	• The learner avoids skewing the possible results of the questionnaire/interview by avoiding emotionally charged wording. • The learner conducts interviews in a professional manner. • The learner responds appropriately to expressions of emotion during interviews. • The learner shows understanding of positive and negative consequences of proposals.

Problem-Based Inquiry
Page 12

Teacher uses an appropriate selection of these parameters on in all three stages.



Creativity		
Stage 1	**Stage 2**	**Stage 3**
• The learner generates novel ideas, solutions, or approaches to the problem or issue. • The learner demonstrates the ability to take into account multiple perspectives on the issue. • The learner applies innovative approaches to the wording of the questionnaire/interview. • The learner shows willingness to use multiple media for collecting data.	• The learner shows the ability to go beyond feedback offered in peer review. • The learner adopts an active approach in peer feedback, encouraging constructive critiques of the draft. • The learner shows willingness to alter the approach to the problem in the face of valid concerns raised by the peer. • The learner demonstrates ability to shift strategies in the event that the initial approach proves unproductive.	• The learner shows understanding of less obvious insights to be gained from the data. • The learner responds flexibly and effectively to unexpected responses to the questionnaire/interview. • The learner recognizes situations when the responses to the questionnaire/interview require a shift in approach to the problem or issue. • The learner demonstrates ability to articulate multiple, even contradictory, implications from the data.

PART C

Problem-based Inquiry (Individual Work)

Subject(s) (Can be more than one)	Social Sciences , Language R1.
Curricular goal(s) (Can be more than one)	CG-8 (Social Sciences) Evaluates the economic development of a country in terms of its impact on the lives of its people and nature. CG-1 (English) Uses language for effective communication through writing various forms (essays, letters, articles, discussions, interviews, public speeches) and for new media (email, audio, and visual material)
Competency(-ies) (Can be more than one)	C-8.1 (Social Sciences) Gathers, comprehends, and analyses data related to income, capital, poverty, and employment in one's locality, region and at the national level. C-1.3 (English) Writes for real-life situations (invitations, speeches, condolence messages, notices, creative slogans, advertisements) and for school newsletter/magazine/journal.
Learning Outcomes	Students will be able to design a questionnaire, collect and analyse data from commuters, and present practical, evidence-based recommendations to improve public transport use.

Pedagogies
(Tick (✓) all that apply.)

☐	Art-integrated	☐	Sports-integrated
☐	Toy-based	☑	Technology-integrated
☑	Skill-based learning	☐	Drama/Theatre-integrated
☐	Cross cutting theme integrated	☑	Experiential learning
☐	Indian Knowledge Systems integrated		
☑	Any other Community-based fieldwork (visits to bus stops)		

Research prompt/question/ problem/challenge/ planned final output

Public transport plays an important role in reducing traffic congestion, air pollution and excessive use of private vehicles. An efficient public transport system will contribute to a cleaner and more sustainable city. What measures can our city adopt to encourage more people to use public transport?
Planned final output: a short report with recommendations and a presentation to the class.

Hypothesis

If public transport is made more reliable, affordable and convenient, more people will choose it over private vehicles.

Guiding questions

- Who uses public transport in our city, and why do others avoid it?
- What problems do commuters face (waiting time, cost, safety, comfort)?
- How do reliability and cost affect people's choice of transport?
- What have other cities done to increase the use of public transport?
- Which recommendations are practical and fair for all groups?

Evidence collection to support/negate hypothesis

- Survey of about 15 commuters and non-users (students, workers, senior citizens) using the questionnaire
- Short interviews with a bus driver and a transport office representative
- Observation of a bus stop at peak hours (waiting time, crowding)
- Secondary data: fares, routes and bus frequency

Analysis and Synthesis

- Tabulate responses and calculate percentages
- Make bar charts and compare groups (age, occupation)
- Compare reasons for using vs avoiding public transport
- Link patterns to the hypothesis; check against interview findings

What do I know?

- Many people use cars and two-wheelers
- Roads are congested, causing pollution
- Buses exist but timings seem irregular
- Fares and routes affect who uses them

What do I need to do?
What do I need to find out?

- Draft and test the questionnaire
- Decide whom to survey
- Find out fares, routes and frequency
- Collect and analyse the data

Discussions

- I have to find out what are the different needs of students, workers, elders .

Conclusion

- Irregular timings, limited routes and comfort, reliability and affordability matters a lot.

Research task schedule

Day 1:	Understand prompt; form hypothesis	Day 6:	Interviews and observation
Day 2:	Plan and draft questionnaire	Day 7:	Tabulate data; make charts
Day 3:	Discuss with peers; pilot test	Day 8:	Analyse; draw conclusions
Day 4:	Finalise questionnaire; choose respondents	Day 9:	Draft recommendations; peer review
Day 5:	Collect survey data	Day 10:	Revise and present

Stage 1

Teacher Assessment

Step 1: Choose **two additional parameters** from **pages 32–33** for **Stage 1.**
Step 2: Tick (✓) **parameters** that the learner fulfills.

Awareness

- [x] The learner has conceptual understanding.
- [x] There is alignment between research problem and questionnaire.
- [ ] The learner has identified potential challenges.
- [x] The learner considers significant constraints (time/access/respondents' attitudes).
- [x] The learner uses background knowledge to frame and limit the topics of inquiry.

Total number of (✓): 4

Sensitivity

- [x] The learner understands the larger social purpose of the task.
- [x] The questionnaire has inclusive and accessible wording.
- [x] There is clear understanding of who the stakeholders are and their needs/concerns.
- [x] The learner avoids overly intrusive questions on potentially sensitive topics.
- [ ] The learner adapts the questionnaire to accommodate diverse communication styles.

Total number of (✓): 4

Creativity

- [x] The learner considers alternative methods of collecting findings.
- [ ] The learner considers alternative groups of respondents as a source of data.
- [x] The learner thinks of different ways to motivate respondents to answer.
- [x] The learner applies innovative approaches to the wording of the questionnaire.
- [ ] The learner shows willingness to use multiple media for collecting data.

Total number of (✓): 3

Brief comments and pedagogical interventions recommended:
Questionnaire is well aligned with the research problem and the wording is inclusive. Next step: anticipate challenges (e.g., low response from private-vehicle owners) and plan how to handle them.

Stage 1

Learner Reflection

Tick (✓) all statements that apply.

Awareness

- [x] I understood the purpose of the research project.
- [x] I was able to draft a questionnaire that fits the purpose of the research project.
- [x] I was able to find out things I did not know that would help me complete the research project.

Total number of (✓): 3

Sensitivity

- [x] I understood the larger social purpose of the research project.
- [x] I used my knowledge of social relationships to choose the respondents.
- [ ] I considered people's possible emotional reactions and needs when drafting the questionnaire.

Total number of (✓): 2

Creativity

- [x] I was able to consider different possible groups of respondents to use for my data.
- [x] I considered various ways to motivate the respondents to provide data.
- [ ] I was able to consider different methods of collecting data.

Total number of (✓): 2

What problems did I face in Stage 1?

Wording questions about cost without sounding intrusive; deciding whom to survey; finding time to meet commuters.

How did I solve them? What help do I still need?

I rewrote the questions after teacher feedback and included students, workers and senior citizens. I still need help choosing a fair sample size.

Stage 2

Teacher Assessment

Step 1: Choose **two additional parameters** from **pages 32–33** for **Stage 2.**
Step 2: Tick (✓) **parameters** that the learner fulfills.

Awareness

- [x] The learner collected data and presented it in a comprehensive way.
- [x] The learner clearly translated data into understandable findings.
- [x] The learner proposed practical recommendations in alignment with the findings.
- [x] The learner understands problems with the reliability of responses.
- [ ] The learner distinguishes between essential and non-essential peer feedback.

Total number of (✓): 4

Sensitivity

- [x] Data collection and analysis was conducted in a fair and impartial way.
- [x] The learner clearly articulated the social impact of the recommendations.
- [x] The learner handled discrete information of the respondents in a confidential and respectful manner.
- [x] The learner adopts a professional tone appropriate to the topic of inquiry.
- [x] The learner responds to negative feedback in a constructive manner.

Total number of (✓): 5

Creativity

- [x] The learner considered possible drawbacks/unintended consequences of the recommendations.
- [x] The learner presented the findings and recommendations in an engaging format.
- [ ] The learner proposed innovative yet realistically grounded recommendations.
- [x] The learner shows willingness to alter the approach in the face of valid peer concerns.
- [ ] The learner shifts strategies when the initial approach proves unproductive.

Total number of (✓): 3

Brief comments and pedagogical interventions recommended:
Data are clearly presented and the recommendations are practical. Encourage the learner to think about unintended consequences, such as fare changes affecting low-income commuters.

Stage 2

Learner Reflection

Tick (✓) all statements that apply.

Awareness

- [x] I was able to identify and address the challenges that I had earlier anticipated.
- [x] I was able to collect data from a sufficient number of respondents.
- [x] I was able to refine and improve the draft through the course of the project.

Total number of (✓): 3

Sensitivity

- [x] I was aware of my personal biases while collecting and analysing data.
- [x] I used inclusive and accessible terminology in the questionnaire.
- [x] I handled discrete information of the respondents in a confidential and respectful manner.

Total number of (✓): 3

Creativity

- [x] I was able to consider various strategies to collect data from the respondents.
- [x] I was able to adjust my approach when needed and address unexpected challenges.
- [ ] I was able to explore various ways to present my findings and recommendations in an engaging way.

Total number of (✓): 2

Leave some words of appreciation/ encouragement for yourself.

Well done for collecting responses and staying patient when some commuters were hesitant. My questions got clearer with every draft. Keep it up!



Stage 3

Teacher Assessment

Step 1: Choose **two additional parameters** from **pages 32–33** for **Stage 3.**
Step 2: Tick (✓) **parameters** that the learner fulfills.

Awareness

- [x] The learner has refined the discussions.
- [x] Prior knowledge has been revised/augmented in the discussions and conclusions.
- [x] The revised draft is suitable for meaningful peer review.
- [x] Evidences have been included in the discussions and conclusions.
- [x] The learner presents findings in a clear and easily understood manner.
- [ ] The learner articulates connections between findings and recommendations.

Total number of (✓): 5

Sensitivity

- [x] The learner is able to accept constructive feedback.
- [x] The learner is able to shift perspective and incorporate feedback as needed.
- [ ] The revised draft is inclusive and respectful towards diverse perspectives and needs.
- [x] The learner avoids skewing results by avoiding emotionally charged wording.
- [x] The learner understands positive and negative consequences of proposals.

Total number of (✓): 4

Creativity

- [x] The learner is able to respond to feedback in innovative ways.
- [x] The revised draft includes novel ways of data collection.
- [x] The learner is able to explore different ways to present the revised draft to the peer.
- [ ] The learner recognizes when responses require a shift in approach to the problem.
- [x] The learner articulates multiple, even contradictory, implications from the data.

Total number of (✓): 4

Brief comments and pedagogical interventions recommended:
The learner accepted peer feedback well and revised the draft with new ways of collecting data. Suggest including more evidence from interviews in the discussions and conclusions.

Stage 3

Peer Feedback

Tick (✓) all statements that apply.

Awareness

- [x] My peer presented a revised draft that was clear enough to review.
- [x] There was a good fit between the research problem and the approach to data collection.
- [x] The revised draft of the interview was appropriate and easy to understand.

Total number of (✓): 3

Sensitivity

- [x] My peer was able to receive my feedback in an open and respectful manner.
- [x] My peer was willing to modify the revised draft based on my suggestions.
- [ ] The wording of the interview was respectful of the respondents' emotions and concerns.

Total number of (✓): 2

Creativity

- [x] My peer was willing to consider alternate methods of data collection.
- [x] My peer was willing to consider alternate groups of respondents as a source of data.
- [ ] My peer was able to think different ways of motivating the respondents to answers.

Total number of (✓): 2

Leave some words of appreciation/ encouragement for your peer.



Great improvement! Your revised questions are clear and respectful, and you listened to my suggestions. Try adding one interview with a bus driver to get another viewpoint. Keep going!

Overview

Tabulate all the feedback for the research task on this page.

Teacher Assessment

1. For Stages 1, 2, and 3, write the total number of statements you ticked (✓).

	Teacher		
	Awareness	Sensitivity	Creativity
Stage 1	4	4	3
Stage 2	4	5	3
Stage 3	5	4	4
Total	**13**	**13**	**10**

2. Add the total here.

3. Tick the final performance level based on the final score.

	Beginner (0-5)	Proficient (6-10)	Advanced (11-16)
Awareness	☐	☐	☑
Sensitivity	☐	☐	☑
Creativity	☐	☑	☐

Learner Reflection

1. For Stages 1 and 2, write the total number of statements the learner has ticked (✓).

	Learner		
	Awareness	Sensitivity	Creativity
Stage 1	3	2	2
Stage 2	3	3	2
Total	**6**	**5**	**4**

2. Add the total here.

3. Tick the final performance level based on the final score.

	Beginner (0-2)	Proficient (3-4)	Advanced (5-6)
Awareness	☐	☐	☑
Sensitivity	☐	☐	☑
Creativity	☐	☑	☐

Peer Feedback

1. For Stage 3, write the total number of statements the peer has ticked (✓).

	Peer		
	Awareness	Sensitivity	Creativity
Stage 3	3	2	2

2. Tick the final performance level based on the score.

	Beginner (0-1)	Proficient (2)	Advanced (3)
Awareness	☐	☐	☑
Sensitivity	☐	☑	☐
Creativity	☐	☑	☐

Post-inquiry reflections

Final comments by the teacher (if any):

Excellent effort. You framed a clear research problem, collected data from a good mix of commuters and presented practical recommendations. Next time, try a larger sample and think more about the unintended consequences of your ideas.

Think about how you did in this research task.

Learner Reflection

What did I learn in this problem-based inquiry?

I learned how to design a questionnaire, collect and analyse data, and that students, workers and elders want different things from public transport.

What was the most enjoyable part of the inquiry?

Interviewing commuters and a bus driver, and seeing the survey results turn into charts.

Three strengths I demonstrated in this inquiry

1. Clear, respectful questions 2. Good teamwork with peers 3. Clear presentation of findings

Three areas of improvement I identified this inquiry

1. Collect data from more people 2. Manage time better 3. Consider drawbacks of my recommendations

What was the least enjoyable part of the inquiry?

Tabulating all the responses by hand took a long time.

Some questions I still have…

Would fare discounts really make more people switch? How do other cities do it?

How could your teacher modify this inquiry to make it more interesting?

Let groups compare data across neighbourhoods, use a free online survey tool and add a short field visit to a bus stop.

Reflections, and the Handoff

What the learner takes away — and what comes next

If the hypothesis loses

If Asenla's conclusion went AGAINST what many expected — and it is her strongest page.
A learner who reports "my hypothesis was wrong, here is the data" has done real science. Say so in the reflection comments.

Practicalities

- One genuine inquiry serves the whole of Part C.

Part C in one breath: a hypothesis that can lose, data that decides, three voices on one page — and honesty outscores being right.

Next: Part D — **the quick one. Debates and discussions, five parameters chosen before class, and a single tick that can move a band.**