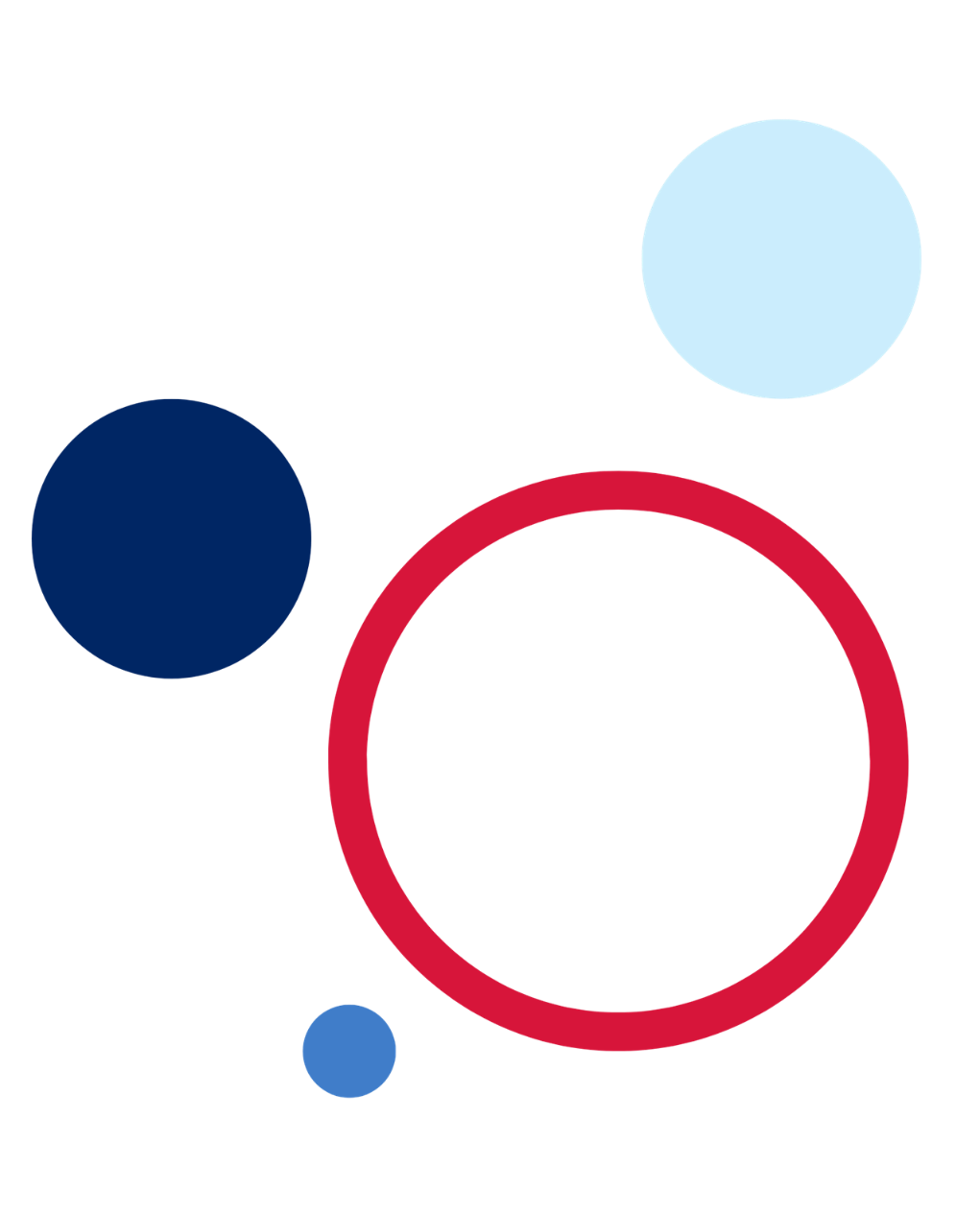
# Health and movement science Stage 6 – depth study guiding questions for students



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## Guiding questions

This tool contains a series of steps and accompanying questions to support students to plan and implement their depth study, where investigation or research is a key feature.

### Step 1 – plan the depth study investigation or research

As students plan their investigation, they should consider the following questions:

* What:
* is the task asking me to do?
* is the inquiry question asking me to do?
* is the syllabus content that needs investigating?
* kind of resources will be helpful and reliable?
* could my final submission or product look like?
* Why:
* is this depth study significant to my understanding of health and movement science content?
* How:
* will I collect and record information?
* will I determine reliability and credibility for the information gathered?
* will I use resources throughout the investigation to support inquiry and deepen understanding?
* can I document learning throughout the process?
* Where:
* will I record knowledge, questions, considerations and curiosities as I engage with the depth study?
* will I locate and access reliable and credible sources?
* When:
* will I review and reflect on information gathered to create the final submission or end product (consider syllabus outcomes and content)?

#### Other considerations

* Is there any other syllabus content that has not been prescribed that could support the investigation throughout the depth study?
* Is there potential to work with another student?
* Is there potential to share resources, collaborate with or co-design an end product or presentation with other students?

### Step 2 – investigate the syllabus content points

Investigate each of the syllabus points.

Record content and investigation ideas for each syllabus dot point. This could be done using mind maps or an overlapping Venn diagram for the number of concepts.

Consider throughout this investigation where interrelationships between syllabus content can occur to support investigations and evidence of learning for the depth study.

### Step 3 – access and assess resources

Locate and review resources to support any findings, curiosities, questions and ideas.

Use resources to:

* ask questions, substantiate findings, provide solutions, compare groups or issues
* locate data or information to further investigate, identify cause and effect, make predictions, or support or refute an argument
* interrogate information as a deeper learning experience to support the inquiry question.

### Step 4 – organise information

Organise information by:

* reflecting on findings and aligning to the inquiry question.
* substantiating arguments with support, relevant evidence or examples.

### Step 5 – prepare the submission

Prepare final submission or product by:

* coordinating findings into mode of final submission or product
* refining findings in relation to the inquiry question, rubric and syllabus outcomes and content
* confirming quality of final submission or product
* submitting and presenting.

## Questions to consider during the inquiry process

Asking questions during a depth study can enable deeper learning experiences. Students should be encouraged to ask questions as they research to interrogate the sources, as well as improve their knowledge, understanding and skills that align with the inquiry question, syllabus content and overarching purpose of the depth study.

These suggested questions support students with critical analysis, communication for a range of contexts, generation and assessment of new ideas, proposing and evaluating a variety of solutions, drawing conclusions and making judgements about health and movement concepts.

Further support can be accessed on the NSW, Department of Education, [Teacher questioning page](https://education.nsw.gov.au/teaching-and-learning/professional-learning/teacher-quality-and-accreditation/strong-start-great-teachers/refining-practice/teacher-questioning).

### Questions for clarification

* Why are you saying that?
* What exactly does this mean?
* How does this relate to what we have been talking about?
* What do we already know about this?
* Can you rephrase that, please?

### Questions that probe assumptions

* What else could we assume?
* You seem to be assuming …
* How did you choose those assumptions?
* How can you verify or disprove that assumption?
* What would happen if …?
* Do you agree/disagree with …?

### Questions that probe reasons and evidence

* Why is that happening?
* How do you know this?
* Can you give me an example of that?
* How might it be refuted?
* Why is ... happening?
* What evidence is there to support what you are saying?
* On what authority are you basing your argument?

### Questions about viewpoints and perspectives

* Who benefits from this?
* What are the strengths and weaknesses of ...?
* How are ... and ... similar?
* What would ... say about it?
* How could you look at this another way?

### Questions that probe implications and consequences

* What are the consequences of that assumption?
* How could ... be used to ...?
* What are the implications of ...?
* How does ... affect ...?
* How does ... fit with what we learned before?
* Why is ... important?
* What is the best ...? Why?

### Questions about the question

* What was the point of asking that question?
* Why do you think I asked this question?
* Am I making sense? Why not?
* What else might I ask?
* What does that mean?

## References

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