

Name _____

Class _____

Date _____

By the end of this worksheet I can...

- ☐ use primary and secondary research to explore a problem
- ☐ check sources are reliable and note where they came from
- ☐ analyse research and say what it means for my ideas

I DO

Worked example Read how a full-mark answer is built

You have found an article saying 60% of pupils feel stressed at lunchtime because the dining hall is noisy.

1 Write an analysis comment showing what this research means for your ideas. (2 marks)

Full-mark answer each ✓ is one mark

This shows that noise is one of the biggest causes of stress at lunchtime for pupils ✓. So my concepts should focus on reducing noise, for example quiet zones, soft furnishings that absorb sound, or a staggered lunch ✓.

Why marks are not awarded

"60% of pupils feel stressed at lunchtime."

0 points: repeats the fact without saying what it means for ideas.

WE DO

Guided practice Use the starters and word bank to help you

Brief: an advertising campaign encouraging young people to be kinder online.

2 Describe three pieces of secondary research you could do, and what each would tell you. (3 marks)

Sentence starters

One ... is ..., which means ...
Another ... is ..., so ...
Also, ... because ...

Word bank

problem · reports · studies · online · bullying
· statistics · existing · Mood board

Tip: 3 marks = 3 separate, developed points.

YOU DO

On your own No notes. Check your answers afterwards.

3 Quick check: tick one box for each.

a) Which is primary research?

- ☐ Interviewing a nurse about hospital waiting rooms ☐ Watching a documentary about the NHS ☐ Reading a magazine article about hospitals ☐ Looking at a hospital's website

b) What turns collected research into useful research?

- ☐ Printing more pages of research to show ☐ Analysing what it means for your ideas ☐ Using larger images on your research pages ☐ Adding colour and headings to the pages

c) Why use observation as well as surveys?

- ☐ Observation is much quicker than running surveys ☐ Observation gives you more statistics to use ☐ Observation needs no planning before you start ☐ People often do something different from what they say

d) Which is secondary research?

- ☐ Interviewing a user ☐ Running a survey ☐ Observing people at a bus stop ☐ Reading a report online

4 Key terms: write the letter of the matching description next to each term.

1. Secondary research	_____	A New information you collect: interviews, surveys, observation
2. Primary research	_____	B Information others have already gathered: websites, books, case studies
3. Mood board	_____	C A collage of images, colours and textures for visual inspiration
4. Case study (in research)	_____	D Looking closely at an existing product, campaign or place
5. Open question	_____	E Can't be answered yes or no: "Tell me about..."
6. Analysing research	_____	F Writing what it tells you and what it means for your ideas

Brief: redesign the space where pupils wait for the school bus so it feels safer and more welcoming.

5 Write four research questions you would need to answer before generating ideas. (4 marks)

Brief: design a calmer waiting area for children in a hospital.

6 Plan two methods of primary research and explain why each suits this brief. (4 marks)

Check and reflect

Mark your answers with the answer sheet. Go back to the checklist on the site and re-rate each “I can” statement above. Which one still needs work?
