

Learning to take a smaller step

Year 9 student investigation

Can your own update schedule reach a low loss?

Hypothesis and criterion

Name the expected effect, the measurement and what would count against your explanation.

Method and reproducibility

Record cases, source, units, parameters, controls and how cases are split.

Paired evidence

Case and split	Baseline	Changed result	Interpretation

Counterexample and revised design

Specify a learning-rate schedule and compare repeated updates from two starting points.

Individual defence

Explain one exact result, the mechanism, your limitation and what would overturn your claim.

Handover and tool use

Next test, saved project filename, tools used and which work is your own.

Use fictional data. Download your project before changing devices. On shared devices, turn remembering off and clear your work when finished.