Science Fair Conclusion Example 2

Science Fair Conclusion

In my experiment, I tested seven people from each grade, of 8th, 4th, and kindergarten. I gave each person a series of 20 pictures and 3 minutes to look at them. I then gave them a minute to write down all of the ones that they remembered. In conclusion to my science fair, I came to the knowledge that my hypothesis was originally incorrect. While my original hypothesis stated that I thought the fourth graders would do the best, it turned out that the eighth graders had the best memory. What was interesting was in my graphs and charts I saw that the score difference between eighth and fourth graders was very large, while the difference between kindergarten and fourth grade was very small. The gap between 8th and 4th was about a 5 point difference, while the gap between 4th and kindergarten was about 1.5. It’s quite odd how slowly the brain develops and how little it changes at certain ages, and speeds up at others, while creating more synapses, the connections in your brain made by learning new knowledge, more frequently.

While this dramatic difference is quite strange, my charts also point out that many of the girls testing had better scores than the boys testing. Even though this wasn’t part of my experimental question, I looked into it further. Though my hypothesis was wrong, I created a new hypothesis based on my newly found data. As children go through puberty the amount of synapses created increases dramatically from that of early childhood. I believe this because my data shows the large difference of 5 points between 8th and 4th graders, and the small difference of 1.5 points between 4th and kindergarteners. The charts and graphs shown tell me that somewhere between elementary school and middle school, the brain starts to develop faster, and it probably has something to do with the beginning of puberty. During puberty, senses are heightened and recollection is also increased, with raging hormones and lots of stuff going on, it makes it hard to focus on harder tasks, but much easier to focus on smaller tasks, such as things like short term memory. If I were to redo my experiment again, I would like to test people of all different ages, ranging from toddlers to seniors. This would let me see how the brain changes from childhood to adulthood and if the capacity of a good memory is affected as well.

All in all, I found that my data supported my hypothesis in different ways then I had previously thought. I had previously thought that 4th graders would do better. Instead I found that overall, during and after puberty, children develop a better memory than children in younger grades such as 4th and kindergarten. I believed that children in 4th grade would do the best, because they didn’t have a lot of pressure from school, and their brains had developed a lot since birth.