

SECTION

1

Time management

It is important that you consider how you manage your time for the Investigation. Good management will enable you to work ahead of deadlines and to seek feedback on your work. This is important in enabling you to refine and clarify your ideas.

The following checklist is an overview of what you need to be doing in the process of completing your work.

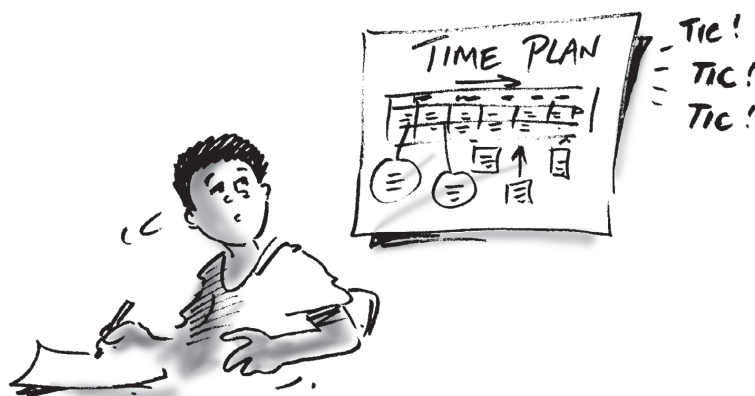
One recommendation is that you divide up your time evenly between:

- researching
- sorting and analysing
- drafting and writing.

In other words, spend roughly one-third of your time researching, one-third of your time sorting through your information and analysing, and then one-third of your time writing.

IMPORTANT

You will be disadvantaged if you try to complete your Investigation in a couple of weeks or try to write your investigation in one evening.



Tip

Plan your time so you do not put yourself under pressure. Remember you will have a designated time to submit your work. Don't let the pressure cause you to hand in rushed work that may not fully address the performance standards.

TIME MANAGEMENT CHECKLIST

| | Task | Completed |
|------------------|---|-----------|
| Section 2 | Read Section 2 to gain understanding of: | |
| | Verification process | |
| | SACE word-count policy | |
| | Student research policy | |
| | Assessment Design Criteria and Specific Features | |
| Section 3 | Performance standards | |
| | Choose your contemporary issue | |
| | Verification Stage 1: | |
| | Confirm the issue in consultation with your teacher | |
| | Teacher's signature: | |
| | Develop hypothesis/research question | |
| | Check your hypothesis/research question with your teacher | |
| | Develop focusing questions | |
| | Check your focusing questions with your teacher | |
| | Verification Stage 1: | |
| | Develop focusing questions or aspects of the issue for investigation | |
| | Teacher's signature: | |
| | Verification Stage 1: | |
| | Ensure that the issue can be addressed successfully within the word limit | |
| | Teacher's signature: | |
| Section 4 | Plan suitable methods of research | |
| | Verification Stage 2: | |
| | Begin a record of the investigative process | |
| | Teacher's signature: | |
| | Collect primary sources: | |
| | Write survey questions | |
| | Conduct survey | |
| | Tally results of survey | |
| | Identify interviewee/s if required | |
| | Contact interviewee/s | |
| | Write interview questions | |
| | Conduct interview | |

TIME MANAGEMENT CHECKLIST

| | Task | Completed |
|------------------|--|------------------|
| | Note main points from interview/s | |
| | Identify possible observations (if relevant) | |
| | Conduct observations | |
| | Conduct further secondary research: | |
| | Collect and read relevant newspaper articles, books, magazine articles, etc. | |
| | Search internet for relevant and reliable sources | |
| | Take notes from secondary sources | |
| | Verification Stage 2: | |
| | Identify, choose and evaluate primary and secondary sources of information | |
| | Communicate the progress of research to the teacher | |
| | Teacher's signature | |
| Section 5 | Sort data | |
| | Evaluate, synthesise and analyse data | |
| Section 6 | Verification Stage 3: | |
| | Draft introduction | |
| | Draft body: | |
| | Focusing Question 1 | |
| | Focusing Question 2 | |
| | Focusing Question 3 | |
| | Focusing Question 4 (if relevant) | |
| | Draft conclusion | |
| | Verification Stage 4: | |
| | Check over draft investigation | |
| | Teacher's signature: | |
| | Complete final Investigation | |
| | Verification Stage 5: | |
| | Present final version of Investigation | |
| | Verify the word limit | |
| | Teacher's signature: | |
| | Student's signature: | |
| | Date: | |

SECTION

2

Introduction to the Investigation

Welcome to your Child Studies Investigation Guide.

The resources, tools and strategies you will discover and use in this workbook are designed to empower you. Read each section and work through the activities designed to support you in completing your Investigation.

What is the Child Studies Investigation?

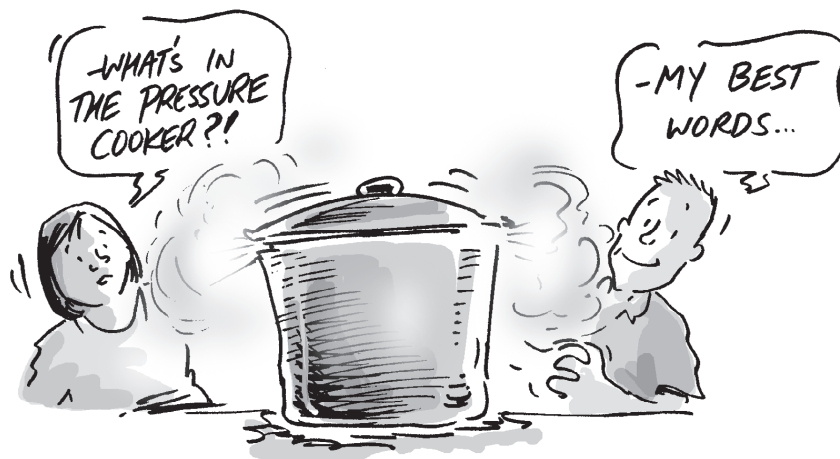
The Investigation assessment component of the course requires you to undertake independent research into a relevant **contemporary issue** related to the health and wellbeing of children. The Investigation should relate to a selected area of study from the Stage 2 Child Studies Subject Outline. The contemporary issue you choose should be relevant to Child Studies issues in Australia.

You must present your findings in a piece of writing of a maximum of 2000 words for a 20-credit subject, or a maximum of 1000 words for a 10-credit subject.

This book will focus on preparing an investigation for a 20-credit subject, the process is the same for a 10-credit subject, only the word count differs for a 10 credit subject

The investigation is marked by your teacher and a SACE Board external marker. It is weighted at 30% of your total mark for the year.

You will follow the procedures on the following page in the preparation of your investigation.



The procedures involved in preparing an Investigation

In undertaking the investigation, students:

- identify a relevant contemporary issue related to the health and wellbeing of children and state this issue as a research question or hypothesis
- relate their investigation to an area of study and define the scope of the investigation
- analyse information for relevance and appropriateness, and acknowledge sources appropriately
- evaluate the evidence
- analyse findings and draw relevant conclusions.

IMPORTANT

Students and teachers are advised to check the current Child Studies subject outline on the SACE Board of South Australia website for any changes to the Investigation.

Verification of own work

The Investigation requires negotiation and close communication between you and your teacher. You need to verify through your teacher that the Investigation is your own work. An important part of verifying your work is documentation of your progress and the processes you follow and ensuring your teacher sees evidence of the production of your work. Completing this booklet and getting feedback from the teacher on your progress can also provide evidence of your planning and development. The following areas should be verified with your teacher:

- development of your research question or hypothesis
- the introduction
- primary and secondary source data
- information ideas and opinions
- the conclusion

To formalise the process a SACE Board verification sheet must be completed. The completed verification sheet is kept by your teacher and the SACE Board may request it to authenticate your work. A sample verification sheet is included on the next page.

Supervision and Verification – 2016 Student Record Sheet

All work that students submit for school assessment and external assessment must be their own, produced without undue assistance from other people or sources.

For school assessments, teachers and students may use, or adapt, this record sheet. If used, these sheets are to be kept in the school until the end of the clerical check period in February 2017.

For external assessments that involve an investigation process, teachers and students must use this record sheet to record and authenticate each student’s work. These sheets are also to be kept in the school until the end of the clerical check period in February 2017.

Please refer to the SACE Board’s policy on the supervision and verification of students’ work.

Teachers who are unable to verify that the final piece of work submitted for assessment is the student’s own work must initiate a breach of rules action, through the SACE coordinator. For more information refer to Information Sheet 3 and Form 2.

Subject..... School.....
 Name of student..... SACE registration number
 Name of teacher..... Assessment task.....

| Examples of stages of development | Teacher initials | Student initials | Date | Comments |
|---|------------------|------------------|------|----------|
| Preparation and Planning <ul style="list-style-type: none"> student has decided on the scope of the task student’s decision is consistent with the requirements of the subject outline. Student has identified, as appropriate: <ul style="list-style-type: none"> possible focus questions, context, and/or outcomes resources and data the skills, activities, investigation/research methods, and/or processes required the mode of presentation. | | | | |
| Student has communicated progress of work to the teacher | | | | |
| Development Student has: <ul style="list-style-type: none"> developed and gathered notes, appendices, and/or references conducted any surveys, experiments, or other research validated sources of information analysed and/or evaluated findings and/or results explained information from source material in their own words drafted the report and/or presentation. | | | | |
| Student has discussed progress and/or results with the teacher | | | | |
| Draft Presentation <ul style="list-style-type: none"> the draft meets the requirements of the subject outline (e.g. word count) student has presented for feedback a draft product that includes all relevant support material and references (only one completed draft should be presented for feedback) student has undertaken any revisions as appropriate. | | | | |
| Final Presentation <ul style="list-style-type: none"> student has presented the final piece of work. | | | | |

Signature of student Date

Signature of teacher.....