

## SECTION

# 1

# Getting started

## Introduction and SACE requirements

### *The Investigation – What is it?*

There are two components to your investigation:

- Presentation of your investigation
- A tutorial

In this work you have the opportunity to undertake an in-depth investigation of a topic over an extended period and then present your work in an academic style. In the process you must practise and demonstrate your skills of analysis and reasoning, and draw logical conclusions from the facts.

You should examine a topic or an issue with all of its complexities. It is your job to discover what factors or aspects contribute to the problem or issue in contemporary society and then to make recommendations for action or change.

Your investigation can be presented as an essay or **report**. This study guide only focuses on a **report**.

At the end of your studies in Stage 2 English as a Second Language Studies, you should be able to:

1. Know, understand, and reflect on the relationship between contexts and texts
2. Demonstrate clear and accurate language skills, which reflect increasing complexity, when reading, viewing, listening, speaking, writing, and composing
3. Locate, record, analyse, synthesise, and evaluate ideas, information, and opinions from a range of written, oral, visual, and multimedia texts
4. Compose coherent and cohesive texts in a variety of text types for social, creative, and academic purposes
5. Exchange opinions and convey information and experiences in a range of formal and informal situations for a variety of purposes and contexts.

Source: [www.sace.sa.edu.au](http://www.sace.sa.edu.au)

Refer to the ESL Studies Subject Outline under the heading ‘Assessment Scope and Requirements: Investigative Study’ for a further explanation.

Your **investigation** must address the Assessment Design Criteria which are:

- knowledge and understanding
- analysis
- application and
- communication

Your investigation is weighted at 30% of your score for the entire year of work. It is therefore important that you should be able to relate your chosen topic to the Assessment Design Criteria.

### **Knowledge and Understanding**

The specific features are as follows:

- KU1 Knowledge and understanding of the ideas, concepts, and issues in texts.
- KU2 Knowledge and understanding of the relationship between contexts and texts.
- KU3 Knowledge and understanding of the ways in which texts are composed for specific purposes and audiences.
- KU4 Knowledge and understanding of context-specific or technical vocabulary.

### **Analysis**

The specific features are as follows:

- An1 Analysis of the relationship between the purpose, structure, and language features of a range of texts.
- An2 Location, recording, analysis, synthesis, and evaluation of ideas, information, and opinions from a range of texts.

### **Application**

The specific features are as follows:

- Ap1 Selection and use of information from a range of sources.
- Ap2 Meaning that is conveyed and exchanged in familiar and unfamiliar contexts.
- Ap3 Use of text-appropriate language features to make meaning.
- Ap4 Use of evidence from a range of sources to build logical and coherent texts or arguments.

### **Communication**

The specific features are as follows:

- C1 Clarity and coherence in written and spoken communication, using appropriate vocabulary.
- C2 Demonstration of grammatical control and complexity.
- C3 Use of formal and objective language.
- C4 Use of interpersonal language to sustain spoken interaction.

The purpose of this study guide is to simplify your investigative process and to assist you in the completion of your report and tutorial. The aim is to provide you with a step-by-step plan, which, if followed carefully, will help you to produce your best possible result. To ensure success, this publication should be used in conjunction with the SACE support materials for teachers and students.

These are available at:

<http://www.sace.sa.edu.au/web/english-as-a-second-language-studies>

The range of SACE support materials can be very helpful to your investigation, so make a real effort to access these materials and make effective use of them. Ask your teacher to assist you in selecting the most appropriate documents for your requirements.

## SACE requirements

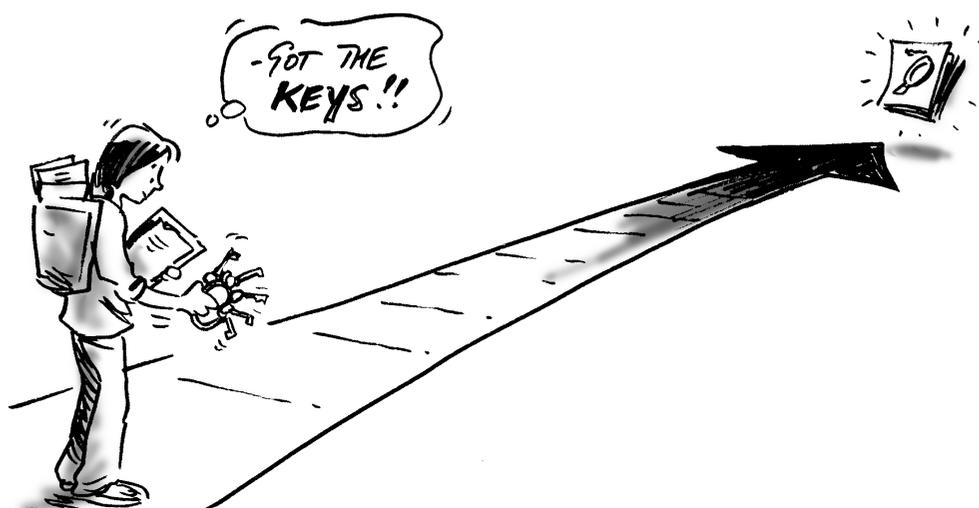
You will:

- identify a contemporary issue
- plan an investigation and narrow it to a manageable size
- formulate a clearly stated question or hypothesis
- communicate the purpose and process, using a variety of modes
- gather and use information from a variety of sources
- use a variety of communication and practical skills.

The **keys** to doing well in your planning material, report and tutorial are:

- time management skills
- careful selection of the topic/issue to be investigated
- understanding and application of the performance standards
- persistence in accessing resources, people and places
- evaluating the usefulness and relevance of those resources
- effective presentation of the report and tutorial
- note making and synthesising information from a variety of texts.

E	H	O
E	H	O
E	H	O
E	H	O
E	H	O
E	H	O
E	H	O



### Activity

From your past experience of completing other assignments, how do you think you will go in achieving each of the dot points on the previous page.

**Circle E (easy), H (hard) or O (okay) next to each point.**

Outline which of the dot point areas you need to ‘work on’ to be successful in completing your report. This will allow you and your teacher to focus on appropriate support.

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### IT MUST BE YOUR OWN WORK!

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SACE insists that you show evidence of producing your own original research.

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## Student’s Assessment Declaration

Your school will organise for you to sign an official SACE Assessment Declaration form early in the year. This declaration is to be completed and signed by you when you have read and understood the rules for undertaking SACE school assessments. The declaration is to be verified by the SACE coordinator. The back of the form contains an overview of the rules which are repeated here for you to consider.

## RULES FOR UNDERTAKING SACE ASSESSMENTS AT STAGE 2

The following rules apply to school assessments and external assessments. Some assessments are directly supervised, and others are indirectly supervised, by your teacher or other supervisors.

### Rules for Undertaking SACE Assessments That Are Indirectly Supervised

For assessments that are indirectly supervised by your teacher or other supervisors, any infringement of the following conditions is considered a breach of rules. You must:

- submit assessment work that is your own
- hand your work direct to your teacher (or follow a procedure outlined by your teacher) by the due date (extensions may be negotiated with your teacher, but must be consistent with your school’s policy on deadlines, SACE Board due dates, and/or special provisions)
- conform to the requirements at each stage of development of your work as prescribed by the SACE Board or your teacher, and present your work during the developmental stages according to these requirements
- clearly identify and reference the ideas or words used in your assessment that are from another person’s work, including information from the Internet, books, pamphlets, etc.; you should keep any quoted work to a minimum — see the subject minisites for the SACE Board’s advice on how to avoid plagiarism, and guidelines for referencing
- not permit any other student to copy your work
- not permit any other student to otherwise use your work (unless an assessment requires this)
- not use work of any other student (unless an assessment requires this)
- not use work of any others in circumstances that can be defined as undue assistance (e.g. tutors, family, or friends)

- not collude with another student or others to undertake an assessment (e.g. an investigative report or a survey)
- not be guilty of any breach of good order or propriety.

### Assessment deadlines

You must hand in your work direct to your teacher (or follow a procedure prescribed by your teacher) by the due date and time. Extensions may be negotiated with your teacher but must be consistent with your school's policy.

### Sighting of assessment work during development

You must conform to the requirements at each stage of development of your work as prescribed by SACE or your teacher, and present your work during these developmental stages in accordance with these requirements. In other words, you must show your work to your teacher at various stages during the year, when your teacher requires it.

### Clear referencing or acknowledgment of work that is not your own

You must clearly reference and/or acknowledge the ideas or exact words used in your assessment that is from another person. If this is not done, you are copying or plagiarising that person's work.

It is a breach of the rules to copy the ideas or writing of any other person.

To obtain SACE's guidelines for referencing, see the SACE website:

[www.sace.sa.edu.au/the-sace/students-families/research-advice](http://www.sace.sa.edu.au/the-sace/students-families/research-advice)

### **Assessment specifications**

For the report or essay the presentation should be up to a maximum of 1000 words and a 200-word summary of the investigation in the form of an abstract. (Refer to the SACE manual for information on the SACE Word-count Policy.)

You should structure your presentation clearly, with:

- an abstract
- an introduction that indicates its focus
- a conclusion that summarises and evaluates the information that is in the body of the investigation.

It should also address the topic, answering the original question or showing whether or not the hypothesis has been substantiated.

You should use resources including information obtained from primary sources like an interview and/or a survey. The presentation must include references, presented in a consistent academic style.

The **tutorial** should take 8-10 minutes.

You should:

- give an overview of the content of the investigation
- answer questions and lead a group discussion.

You can use information and communication technologies. These can include Microsoft Office (Word, Excel, PowerPoint) or slides from other computer programs.

**Activity**

**What did you understand about the rules for undertaking SACE school assessments?**

Accepting help from other people:

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Giving help to other people:

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Copying directly from texts:

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Referencing where your ideas or quotes have come from:

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Verifying your work with your teacher:

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Deadlines:

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Word limits:

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