

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	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 Food and Hospitality 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.

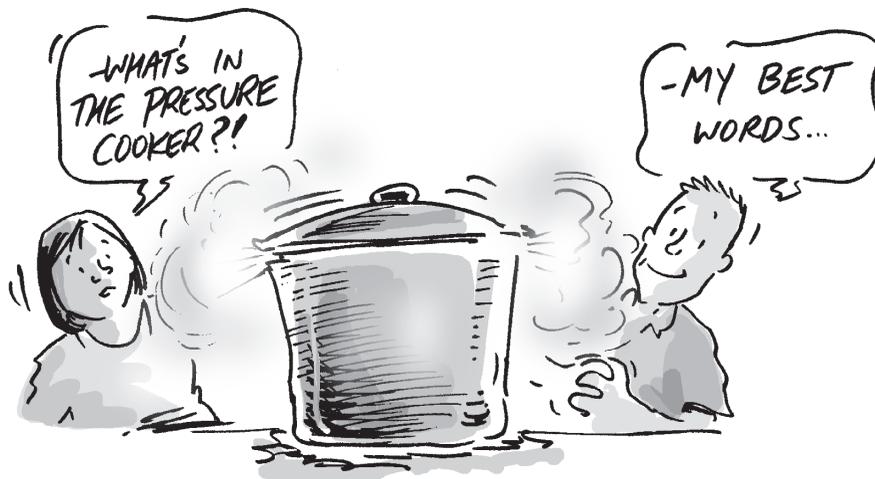
What is the Food and Hospitality Investigation?

The Investigation assessment component of the course requires you to undertake independent research into a relevant **contemporary issue** related to the food and hospitality industry. The Investigation should relate to a selected area of study from the Stage 2 Food and Hospitality Subject Outline. The contemporary issue you choose should be relevant to the Food and Hospitality Industry 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, 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 food and hospitality industry. State this issue as a research question or hypothesis
- relate their investigation to an area of study and define the scope
- analyse information for relevance and appropriateness, and acknowledge sources appropriately
- evaluate the evidence
- analyse findings and draw relevant conclusions.

Source: Stage 2 Food and Hospitality 2016 Subject Outline.

IMPORTANT

Students and teachers are advised to check the current Food and Hospitality 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, 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.

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.....