

SECTION

1

Timeplan

The following timeplan is an overview of what you need to be doing in the investigative process. You will find more details about each component within this guide.

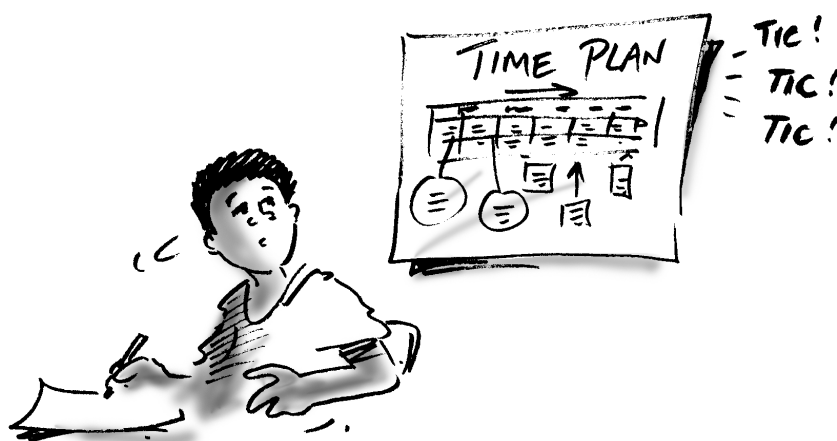
One recommendation is that you divide up your time evenly between:

- researching
- sorting and analysing
- drafting and writing.

In other words, spend 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. For example, if you are given nine weeks then spend about three weeks on each section.

IMPORTANT NOTE!

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



TIMEPLAN CHECKLIST

	Task	Page No.	Completed
Section 2	Read Section 2 to gain understanding of:		
	Verification process	6	<input type="checkbox"/>
	SACE word-count policy.....	8	<input type="checkbox"/>
	Student ethical study and research policy.....	8	<input type="checkbox"/>
	Learning requirements	9	<input type="checkbox"/>
	How investigation is assessed	10	<input type="checkbox"/>
Section 3	Choose your contemporary social or cultural issue	13	<input type="checkbox"/>
	Verification Stage 1:		
	Confirm the issue in consultation with your teacher		<input type="checkbox"/>
	Teacher's signature:		
	Research secondary sources to increase personal knowledge, check resources are available and determine appropriate hypothesis	21	<input type="checkbox"/>
	Develop hypothesis/guiding question.....	27	<input type="checkbox"/>
	Check your hypothesis/guiding question with your teacher		<input type="checkbox"/>
	Develop focus questions.....	31	<input type="checkbox"/>
	Check your focusing questions with your teacher		<input type="checkbox"/>
	Verification Stage 1:		
	Ensure that the issue can be addressed successfully within the requirements of the subject outline		<input type="checkbox"/>
	Teacher's signature:		
	Verification Stage 2:		
	Prepare/decide on focusing questions or aspects of the issue for investigation		<input type="checkbox"/>
Teacher's signature:			

TIMEPLAN CHECKLIST

	Task	Page No.	Completed
Section 4	Plan suitable methods of research.....48	48	<input type="checkbox"/>
	Verification Stage 2:		
	Begin planning the investigative process (eg. identifying possible focus questions & sources to use).		<input type="checkbox"/>
	Teacher's signature:		
	Collect relevant primary sources:		
	Write survey questions49	49	<input type="checkbox"/>
	Conduct survey		<input type="checkbox"/>
	Tally results of survey		<input type="checkbox"/>
	Identify interviewee/s.....50	50	<input type="checkbox"/>
	Contact interviewee/s		<input type="checkbox"/>
	Write interview questions.....51	51	<input type="checkbox"/>
	Conduct interview		<input type="checkbox"/>
	Note main points from interview/s		<input type="checkbox"/>
	Identify possible observations (if relevant).....48	48	<input type="checkbox"/>
	Conduct observations		<input type="checkbox"/>
	Conduct further secondary research:		
	Collect and read relevant newspaper articles, books, magazine articles, etc.....54	54	<input type="checkbox"/>
	Search internet for relevant and reliable sources		<input type="checkbox"/>
	Take notes from secondary sources.....55	55	<input type="checkbox"/>
	Verification Stage 3:		
	Identify, choose and evaluate primary and secondary sources of information		<input type="checkbox"/>
	Communicate the progress of research to the teacher		<input type="checkbox"/>
	Teacher's signature:		
Section 5	Sort data.....65	65	<input type="checkbox"/>
	Analyse, synthesise and evaluate data.....65	65	<input type="checkbox"/>

TIMEPLAN CHECKLIST

	Task	Page No.	Completed
Section 6	Verification Stage 3:		
	Maintain the record of the process, keep notes, references and dates		<input type="checkbox"/>
	Teacher's signature:		
	Verification Stage 3:		
	Discussing progress and/or results with teacher		<input type="checkbox"/>
	Teacher's signature:		
	Draft introduction.....	89	<input type="checkbox"/>
	Draft body:		
	Focusing Question 1.....	93	<input type="checkbox"/>
	Focusing Question 2		<input type="checkbox"/>
	Focusing Question 3		<input type="checkbox"/>
	Focusing Question 4 (if relevant)		<input type="checkbox"/>
	Draft conclusion	98	<input type="checkbox"/>
	Verification Stage 4:		
	Draft presentation and verifying draft meets requirements of subject outline		<input type="checkbox"/>
	Teacher's signature:		
	Complete final report	106	<input type="checkbox"/>
	Checklist for folio folder	107	<input type="checkbox"/>
	Verification Stage 5:		
	Present the final report		<input type="checkbox"/>
	Verify the word limit		<input type="checkbox"/>
	Teacher's signature:		
	Student's signature:.....		
Date:.....			

SECTION

2

Introduction to the Investigation

What is the Society and Culture Investigation?

This part of the Society and Culture course requires you to individually undertake an investigation of a **contemporary social or cultural issue** in a **local and/or global** context and present your findings in a **written report**.

Source: Stage 2 Society and Culture 2013 Subject Outline.

This report is a maximum of 2000 words for a 20-credit subject and 1000 words for a 10-credit subject. It will be marked by your teacher and a SACE Board external marker. This assessment component is weighted at 30% for both 20-credit and 10-credit subjects.

The Investigation gives you an opportunity to research a contemporary social or cultural issue that interests you. You have the opportunity to develop skills of research and critical analysis.

Your Investigation needs to be on an **issue** (topic that allows for debate) that is **contemporary** (current) and **social** (involving people) or **cultural**.

Your investigation needs to be local and/or global.

You are encouraged to utilise **primary sources** as well as **secondary sources**, more information can be found on page 35.

The report you write needs to **analyse** the information on this issue considering different opinions collected from different sources. It is not a simple research project. More on analysis on pages 67-80.

You need to acknowledge your sources appropriately, more information can be found on page 56.

IMPORTANT

Students and teachers are advised to check the current Society and Culture Subject Outline on the SACE website for any changes to the Investigation.

Verification of own work

Part of the process of the Investigation is to provide evidence of your work to your teacher. To help in the verification of their work, students should keep a folio of support materials and documents that outline the processes of preliminary data collection. The folio is not submitted for assessment.

Source: Stage 2 Society and Culture 2013 Subject Outline.

Your teacher will need to confirm that your investigation is your work. To do this your teacher will need to see evidence of your research. One way to help you do this is to complete the activities within this guide and show your teacher your work throughout the process so as to confirm that it is your own work.

When you begin the Investigation process you will receive a Verification Sheet. This sheet is designed to provide documentation of the processes undertaken during the investigative report, as well as confirming the work as your own.

Throughout the process you need to keep a record of your research and complete the Verification Sheet along with your teacher.

It is therefore important that you fill in the activities and keep this guide as a record for your teacher to check that the work is your own.

The following is recommended:

- Complete all activities within this guide as evidence of your process
- Keep a folder with this guide and any copies of your secondary research, your completed survey forms, your interview notes or tapes and a record of any telephone calls made or letters, faxes or emails that you have sent and/or received
- Have your teacher complete the checks within this guide with you
- Ask your teacher to complete the Verification Sheet throughout the process
- Reference and source your work (more on referencing on pages 56-59)
- When you hand in the final copy, date and sign the Verification Sheet and ask your teacher to sign it
- Keep this guide and your evidence folder until your subject results are sent to you.

Your teacher will keep the Verification Sheet at school as it may be required by SACE to authenticate your report.

An example of the Verification Sheet is shown opposite.

Source: 2013 Humanities and Social Sciences Learning Area Manual.