SACE TWO
CHILD STUDIES

WORKBOOK
THIRD EDITION

HOW TO WRITE AN EFFECTIVE INVESTIGATION
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THE AUTHOR

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how to use this guide

THE PURPOSE of this guide is to help you write an effective investigation. This step-by-step plan provides guidance in understanding the terms and criteria used, as well as with planning, researching and writing the investigation. It is important that you use this guide in conjunction with information from your teacher and the support available to you on the SACE Board website (www.sace.sa.edu.au).

Students and teachers are advised to take into consideration any current changes to the course or SACE requirements. Such information is available through your teacher, SACE coordinator and the SACE Board website.

This guide is designed to become a record of your research. It is important that throughout the process you show your teacher your work so that your teacher can verify or confirm that the assignment is your own.

Within a folder you should place the following:

- this guide
- secondary information you have collected
- primary information, such as completed surveys and interview questions (more details on primary sources can be found on page 32)
- drafts of your investigation.

teacher's note

This workbook has been designed to help students with the Investigation.

The activities within the workbook can be used in class as discussion points, homework tasks or as formative assessment.

The format of the workbook allows the student to complete certain pages for your verification or, if you desire, for formative assessment.

The time management checklist, shown on page 2, is designed as a check for the student and to help you with the verification process.

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		
	Performance standards		
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:		

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.
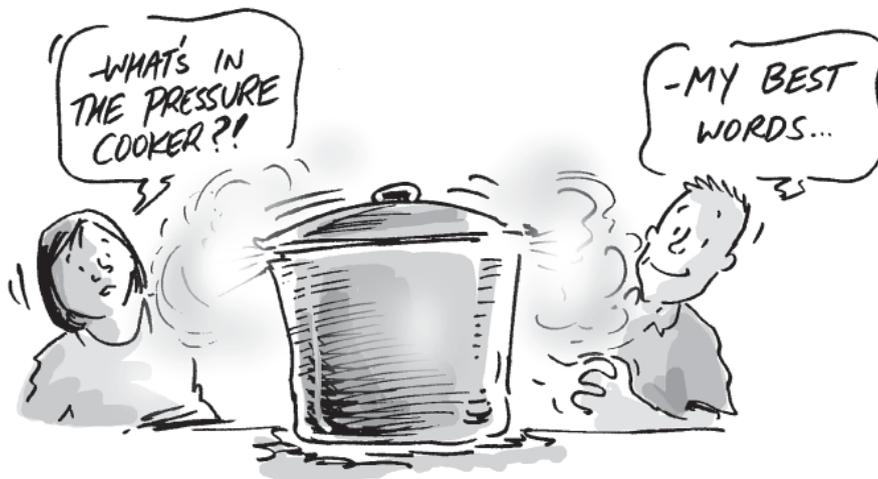
The procedures involved in preparing an Investigation

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 • 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: • 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: • 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 • 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 • student has presented the final piece of work.				

Signature of student ....   Date . . .   .

Signature of teacher................ .. . .

SACE word-count policy

The SACE word-count policy states:

All words used in the body of the text are counted for assessment purposes. This includes all words that the assessor reads, from the beginning of the introduction to the end of the conclusion. Argument or analysis that is required for an assessment task should be presented in the body of the text, and not in supporting materials such as tables, flow charts, graphs, and diagrams. Supporting materials should be used only to illustrate or support the body of the text. Any argument or analysis that is introduced in supporting materials is included in the word-count.

Assessors do not assess beyond the word-count

The word-count includes headings, direct quotations, and footnotes that are used as explanatory notes.

The word-count does not include the title/question page, the contents page, the reference list or bibliography (including footnotes or in-text references that are used to list author, date, and page numbers), and appendices.

A reference list or bibliography that is required for an assessment task is not included in the word-count, but will be assessed for accuracy and consistency.

Source: www.sace.sa.edu.au

The Investigation should be up to a maximum of 2000 words for a 20-credit subject or 1000 words for a 10-credit subject. If you exceed this word count, you could be penalised.

Student research policy

Student's research must be conducted honestly, ethically, and have integrity. Students conducting research that contributes to the SACE must be aware that they have responsibility to:

- respect the dignity of participants, including their rights, beliefs, perceptions, customs, and cultural heritage
- consider how the research might be designed to maximise any benefits to participants and the student researcher and to minimise the risk of legal, environmental, social, emotional, psychological, and physical harm or discomfort to participants
- inform participants of the nature and purpose of the research
- seek voluntary informed consent from participants and, if the participants are unable to give informed consent, from participants' parent(s) or legal guardian(s)
- respect the right of individuals not to participate in research or to withdraw from research at any time without explanation and without negative consequences
- protect any personal information that they may acquire
- respect any agreement made about anonymity
- respect the confidentiality of the individual or groups of people in the conduct and reporting of their research
- use data or test results only for the purpose for which consent has been obtained, and obtain consent for any subsequent publication
- inform participants of any risk
- submit only genuine findings or results of their research.

Source: www.sace.sa.edu.au

Keys to doing well

There are a number of steps to doing well in your Investigation:

- carefully choose a relevant contemporary issue related to the health and wellbeing of children
- choose an issue that interests you
- try to be original and innovative in your selection
- develop effective time management skills
- formulate a suitable hypothesis or research question
- develop appropriate focusing questions
- understand how your investigation relates to an area of study
- gather both primary and secondary sources
- recognise relevance and bias of sources
- ask for help and support throughout the process
- draft your investigation.

Throughout the process make an effort to utilise this guide and the resources available to you, including your teacher and the SACE Board website.

Assessment design criteria and specific features

Teachers and external assessors appointed by the SACE Board assess the Investigation with reference to the performance standards.

The following specific features of the assessment design criteria 'Investigation and Critical Analysis' and 'Evaluation' are assessed in the investigation:

- investigation and critical analysis – ICA1, ICA2, and ICA3
- evaluation – E4.

Investigation and critical analysis

The specific features are as follows:

ICA1   Investigation and critical analysis of contemporary trends and/or issues related to the health and well-being of children.

ICA2   Analysis of information for relevance and appropriateness, with appropriate acknowledgement of sources.

ICA3   Application of literacy and numeracy skills, and use of appropriate terminology.

Evaluation

The specific features are as follows:

E4   Evaluation of contemporary trends and/or issues related to the health and wellbeing of children in different settings.

How the Investigation is assessed

Your Investigation will be marked as follows:

- Your Investigation will be marked by your teacher who then submits a mark to the SACE Board.
- Your Investigation is then submitted to SACE Board for external assessment. The marker will mark your work without knowing your name, school or anything else about you. This is why it is important that you do not identify yourself, your school or your local community.

You will need to refer to the SACE Board website for the most recent Stage 2 Child Studies Marks Sheet. Print out the sheet and stick it on this page for your reference.

Performance standards

The following table may be useful, particularly after your first draft, to identify how adequately you have addressed the performance standards in your Investigation.

	Performance standards for Stage 2 Child Studies	
	Investigation and Critical Analysis	**Evaluation**
A	In-depth investigation and perceptive critical analysis of contemporary trends and/or issues related to the health and well-being of children. Perceptive analysis of information for relevance and appropriateness, with appropriate acknowledgement of sources. Highly effective application of literacy and numeracy skills, including clear and consistent use of appropriate terminology.	In-depth evaluation of contemporary trends and/or issues related to the health and wellbeing of children in a variety of settings.
B	Detailed investigation and well-considered critical analysis of contemporary trends and/or issues related to the health and well-being of children. Well-considered analysis of information for relevance and appropriateness, with appropriate acknowledgement of sources. Effective application of literacy and numeracy skills, including mostly clear use of appropriate terminology.	Well-informed evaluation of contemporary trends and/or issues related to the health and wellbeing of children in different settings.
C	Competent investigation and some considered critical analysis of contemporary trends and/or issues related to the health and well-being of children. Considered analysis of information for relevance and appropriateness, with generally appropriate acknowledgement of sources. Generally effective application of literacy and numeracy skills, including competent use of appropriate terminology.	Informed evaluation of contemporary trends and/or issues related to the health and wellbeing of children in different settings.
D	Some investigations and basic description of one or more contemporary trends or issues related to the health and well-being of children. Some consideration of information for relevance or appropriateness, with some inconsistent acknowledgement of sources. Inconsistent application of literacy and numeracy skills, with use of some terminology that may be appropriate.	Superficial reflection one one or more contemporary trends or issues related to the health and wellbeing of children, tending towards basic description.
E	Limited investigation or basic description of one or more contemporary trends or issues related to the health or well-being of children. Limited identification or acknowledgement of information that may have some relevance. Attempted application of literacy and numeracy skills, with attempted use of some basic terminology that may be appropriate.	Some recognition of one or more contemporary trends or issues related to the health and wellbeing of children.

Source: Stage 2 Child Studies 2016 Subject Outline.

Advice before starting your Investigation

The following tips have come from past students:

- 'Be careful with your choice of topic. Make sure it is contemporary and that it interests you.'
- 'Back up your work. Try to save it in more than one place. Trust me.'
- 'If knocked back for an interview, try another source.'
- 'Use people you know to help you find "expert" primary sources.'
- 'Make sure you ask your teacher questions.'
- 'Conduct thorough research.'
- 'Start early, once the teacher introduces the task, rather than leaving it to last minute.'
- 'Don't give up.'
- 'Keep a record of all your references to help write the reference list for the final copy.'
- 'Make sure you draft your investigation!'

SECTION CHECKPOINT

Do you understand the:

- ☐ verification process?
- ☐ SACE word-count policy?
- ☐ student research policy?
- ☐ performance standards?

Have you:

- ☐ completed the time management checklist for Section 2?
- ☐ completed all the activities within this section?

3 Getting started

Background research

Your Investigation needs to be based on a contemporary issue in the Child Studies area. Activities are included below to develop your knowledge of the contemporary Child Studies scene in Australia.

Activity

Developing knowledge

To develop knowledge and understanding of the Child Studies area, research and complete the following questions to share in class:

1. Define the different stages of childhood.

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2. Who are key stakeholders in the Child Studies area?

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3. Identify three key educational or professional organisations that represent the interests of different groups such as child educators, family daycare workers.

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4. Identify current Federal and State Government initiatives in services available for a child.

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Activity

Your Investigation must be based on a **contemporary issue that relates** to an area of investigation from the Child Studies Subject Outline.

An issue can be defined as: a topic that generates discussion from different perspectives, and about which people portray differing opinions. An issue provides a good starting point for discussion, as it provides different perspectives to examine.

A **contemporary issue** is a point of interest that is often debated in the media, or by government, industry or consumers.

It must be current and relevant to the health and wellbeing of young children 0-8 years of age.

You will also find it much easier to find information about a current issue!

For your investigation it is important that you can approach primary sources to access information about your topic. This means you need to consider what contacts are available to you. Samples of Investigations from past students are available on the SACE Board support materials website.

You need to remember that contemporary issues are constantly changing, so these topics may no longer be relevant. Always check your topic ideas with your teacher.

When choosing an issue, consider:

- Is it contemporary? This means is it something that people are discussing at this present time? A clue as to whether or not an issue is contemporary is to see if it is something that is in the media, or if you know someone who works with young children or has young children. Ask if it is an issue for them.
- Is it relevant? The issue must have local relevance to South Australia or Australia wide. Do not choose an issue that is not relevant to Australia!
- Is it possible to gather enough primary and secondary sources?
- How strongly is it related to your area of study, i.e. Child Studies?
- Are you passionately interested in it? It will be much easier to work on if you are!
- Is it original?
- Is it **an issue** that will lead to an extended investigation and debate?

Tips

- Avoid choosing the same issue as your friends.
- Avoid an issue that has been studied many times before – chances are it may no longer be contemporary!
- Always check your topic ideas with your teacher.

Is the issue something people are talking about **now**?

Is the issue related to ONE of the identified areas of investigation in the Child Studies Subject Outline?

Does the issue provide possibilities to allow for collection of a range of primary and secondary sources of information to allow for sufficient supporting evidence?

Is the issue one that could be developed in an original or inventive manner to make an interesting Investigation?

Choosing an issue...one step at a time!

Is the issue something people are talking about **now**?

Is the issue related to ONE of the identified areas of investigation in the Child Studies Subject Outline?

Does the issue provide possibilities to allow for collection of a range of primary and secondary sources of information to allow for sufficient supporting evidence?

Is the issue one that could be developed in an original or inventive manner to make an interesting Investigation?

Activity

Brainstorm key words or ideas from each area of study:

Child Studies Potential Topics to Develop Areas of Study

Contemporary and future issues

An issue linked to this area could relate to:

- Male parents and carers as role models supporting young children's' health and wellbeing
- Influences of being overweight or obesity on young children's' health and wellbeing
- Genetic factors that influence development and health of young children
- Trends in behaviour management of young children
- Impact of daylight saving on sleep patterns of young children
- The impact of both local and global issues on development of young children
- Self-esteem, resilience and well-being of young children
- Contemporary issues related to child health, nutrition, safety, education, literacy and numeracy.

Economic and environmental influences

An issue linked to this area could relate to:

- Creating and maintaining a safe environment for young children
- The role of resources in supporting the needs of young children
- The food and nutritional requirements of young children, supporting healthy eating practices, and current national guidelines
- Environmental influences on young children's health
- Young children's well-being and connectedness in the community
- Factors that influence the engagement of young children in education

Political and legal influences

An issue linked to this area could relate to:

- Local, State, and Commonwealth government legislation that supports and empowers parents and families in caring for young children
- Support services that promote the well-being of young children, including Young children with special needs
- The Disability Discrimination Act 1992 (Commonwealth) and young children with special needs
- The accessibility of community services and networks that support young children
- The rights of young children and parents, caregivers, and childcare workers
- Media standards and regulations and the influence of the media
- Health programmes for targeted groups
- The appropriateness of food advertising
- The impact of physical activity initiatives on young children's health and wellbeing.

Socio-cultural influences

An issue linked to this area could relate to:

- Family structures and environments, and the ways in which these support the needs of young children in culturally diverse communities
- The behavioural, cognitive, language and communication, physical, social, and emotional development of young children
- Sleep and feeding patterns in the nurturing and development of young children
- The role of play in the development of young children
- The influence of diet on learning outcomes
- Impacts of breaks to routine
- The development of personal, gender, and group identity
- Cultural inclusivity for Aboriginal and Torres Strait Islander and multilingual young children
- Effects of family variations e.g. living in crowded accommodation, including step-families
- Impacts on the availability of childcare
- Maintaining and developing a cultural identity for young children of newly arrived migrants
- Catering for the needs of different young children, e.g. giftedness, disability, religious factors.

Technological influences

An issue linked to this area could relate to:

- The use of technology as entertainment and its impact on play
- The impact of scientific, medical, and technological advancements in supporting the health and wellbeing of children
- The use of technology to meet a young child's specific physical or emotional needs
- The impact of local and global media on the development of young children
- The influence of licensing and standards regulations on the health and wellbeing of children
- The impact of new and emerging technologies on the well-being of young children

Source adapted from: SACE Board Stage 2 Child Studies Subject Outline.

There are many more alternative topics that can be linked to the Areas of Study.

Looking through a Child Studies text should give you many more ideas for potential topics or issues.

Activity

List other ideas you have for developing a topic after looking through your Child Studies text.

Source (find) a relevant recent media article or government release relating to a topic you are interested in developing.

(**Hint**: Look at more than one of your identified topics so that you can make a valid and informed choice.)

Activity

Read the article and list the issues that are covered. You could develop one of these issues as a basis for your Investigation.

Activity

Electronic searches using key words or ideas from the Child Studies Areas of Study offer another excellent way of sourcing information.

Use the table below. List some key words or ideas from each Area of Study for Child Studies and then search the internet for some useful websites.

Add them below:

Key words	Date site visited	Internet sites
Contemporary and future issues, such as • children's well-being • • •		
Economic and environmental influences, such as • children's merchandising • • •		
Political and legal influences, such as • Federal government initiatives for a child • • •		
Socio-cultural influences, such as • parenting styles • • •		
Technological influences, such as • computer access • • •		

Now, from your initial research, record possible Child Studies issues for investigation:

Area of study	Issues/Key points discussed
Contemporary and future issues	
Economic and environmental influences	
Political and legal influences	
Contemporary and future issues	
Technological influences	

The unexpected way Disney princesses affect little boys

Danielle Paquette.

She has huge eyes, a tiny waist, high cheekbones and fancy dresses. She's everywhere. And she could influence the way your child grows up.

She is, of course, the Disney princess.

The adventures of an orphaned boy named Pete and his best friend Elliot, who just so happens to be a dragon.

Anyone who has heard a toddler screaming "Let It Go" knows the power of America's favourite heroines. Analysts estimate Hasbro's princess-doll empire is worth roughly $US500 million. Frozen remains the highest grossing animated film of all time.

A new study sought to understand how this sparkly ubiquity shapes preschoolers' attitudes about gender roles and body image. Researchers discovered that it has strong effects not only on girls but also boys. Heavy exposure to Disney princess culture correlated with more female-stereotypical behaviour in both sexes a year later. Although that created potentially problematic behaviour in girls – relegating them to playing with toys in the "girl aisle" – it had a moderating effect on boys, such as making them more helpful with classmates.

Elsa and Anna in Frozen: even with two princesses, males had 59 per cent of the dialogue.

The study of nearly 200 children found nearly all of them knew about Disney princesses: 96 per cent of girls and 87 per cent of boys had consumed some form of princess-centric media. Gender differences opened wide, though, when it came to who actually played with the toys. Sixty-one per cent of the girls interacted with the merchandise once per week, compared with 4 per cent of the boys.

Sarah Coyne, an associate professor of family life at Brigham Young University, asked parents and teachers to report over a one-year period how often a child engaged with princess-related goods. She also wanted to record what types of toys the children preferred (dolls, tea cups, tool sets, action figures), how they treated others and how they felt about their bodies.

Among girls, higher princess engagement was associated with stronger adherence to stereotypically feminine behaviour. In other words, the three and four-year-olds who loved Frozen's Elsa, for example, were more likely to gravitate toward "girly" things, Coyne said. They wanted to play dress-up. They embraced frills. Most of their toys could be found in the "girls" aisle. "A lot of people say: 'So what? We want our girls to be girly'," Coyne said. "And there's nothing inherently wrong with being feminine. But research has show a strong adherence to female gender stereotypes can be limiting across time."

Girls and women who identify figuratively as "princesses", Coyne said, tend to place a higher importance on appearance. They may forever chase an unattainable beauty ideal, a road that can lead to misery. They might not exert much effort in, say, math class, sabotaging a skill that could have blossomed into a successful engineering career.

Claire Danes is basically Cinderella at the Met Gala. Photo: Getty Images/Disney

Researchers noticed a more subdued effect among boys. Those with higher princess exposure were less likely to shun "girly" things for toy guns. They exhibited more balanced interests, which Coyne predicted will help them relate to others down the road. They also displayed more "prosocial behaviour" at home and in the classroom, she said. Boys who watched movies such as Frozen or Cinderella were more likely to help out at school or share toys.

"Princess media and engagement may provide important models of femininity to young boys, who are typically exposed to hypermasculine media," the researchers wrote. "It may be that

boys who engage more with Disney princesses, while simultaneously being exposed to more androgynous Disney princes, demonstrate more androgyny in early childhood, a trait that has benefits for development throughout the life span."

Cinderella finds a prince.

Neither gender showed signs of lower self-esteem or negative body image. Children that young, the researchers concluded, generally do not feel self-conscious about their appearance. Coyne wants to interview the same group in five years, she said. Moreover, the majority (87 per cent) of the sample was white, while 10 per cent was Hispanic and 3 per cent was "other". It's tough to say how, say, black or Asian children react to the sea of white faces. It's worth pointing out that Disney princesses have evolved since 1950's Cinderella and 1989's The Little Mermaid. Elsa, for one, didn't wait for a man to rescue her from a fate of endless winter. (Her sister Anna actually knocked some sense into her.) And the

arrow-shooting princess Merida in Brave saves a prince from being trapped in the body of a bear for all time.

They're also becoming more racially diverse. The next Disney princess will be 2016's Moana, a Pacific Islander who sets sail to find new land.

The animated Cinderella from 1950.

But the passiveness embodied by Ariel lingers, Coyne said. The mermaid gave up her literal voice to be with a man, and you can still find her merchandise all over the Disney store.

She does not recommend banning the movie, or any film that doesn't feature a female warrior who saves the day. Her favourite is Belle from 1991's Beauty and the Beast.

"Belle sacrifices herself for her father," Coyne said. "Parents can focus more on her bravery in their conversations with their children, as opposed to glitter and the glam."

Washington Post.

http://www.smh.com.au/national/the-unexpected-way-disney-princesses-affect-little-boys-20160623-gpqfmf.html

Where else can you find an issue?

Activity

After reading the article "*The unexpected way Princess affect little boys*" complete the following questions. *http://www.smh.com.au/national/the-unexpected-way-disney-princesses-affect-little-boys-20160623-gpqfmf.html* - date of article June 26, 2016. This is an example of Secondary Source of information which does reference to a primary source of information in the text.

1. Name the author of the following article: **The unexpected way Disney princess affect little boys,** publisher, date of the article?

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2. What is the highest grossing animated film that is referenced to in this article?

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3. What style of language did the author use in writing this article?

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4. How has the article used data to convey information and support discussion?

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5. Identify and name the people, including their position who were referred in the article.

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..   . .

..   . .

6. Why would the author have interviewed them or referred to them in the article?

..   . .

..   . .

..   . .

..   . .

7. Would you consider the people referred to in the article reliable source of information? How would you make your judgements?

..   . .

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..   . .

..   . .

8. Apart from in print, what other way did the author use to convey information or evidence to the reader?

..   . .

..   . .

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..   . .

9. How long was the study referenced in the article ?

10. Who undertook the study and what limitation was identified about the sample group?

11. Who is the intended audience for this article?

12. What was your reaction to reading the article?

13. Identify and list the key issues discussed in this article, **The unexpected way Disney princess affect little boys** and the Area of Study that the issues link to.

Activity

What issues from this article could you develop as a research question or hypothesis for an Investigation? Use the table below to develop your ideas – this is practice for developing your own unique idea for your Investigation.

Issue to explore for Investigation	Area of Study	How does it link	Research Question/ Hypothesis

Activity

Finding your own issue:

- Cut out an article from a paper or magazine highlighting an issue for the Child Studies area.
- Read the article and highlight the points relating to the main issue.
- Stick your article below.

Formulating a hypothesis or research question

One of the challenging tasks can be crafting your issue into a hypothesis or research question that will allow you to explore the issue in depth. A **hypothesis** is a statement or theory which can be tested. Formulating a hypothesis provides a basis for a focused investigation (which tries to show whether the proposition is valid).

A **research question** can be a hypothesis expressed or reworded as a question.

Below is an example of an issue that has been developed into a hypothesis and research question. The area of study that it links to has also been identified, as this creates a focus for the development of focus questions and for guiding your research.

Issue: How do children's movies portray gender ?

Area of Study: Contemporary and Future Issues and /or Socio- Cultural influences

Hypothesis: In children's movies, there is a relationship between gender and stereotype.

Research Question: Is there a relationship between gender and stereotypes in children's movies?

Activity

Investigation – Developing your Research Question or Hypothesis Activity

1. Investigation idea to explore:

2. Why did it capture your interest?

3. Identify the source of information such as media article with title, date and publisher as starting off point to support your discussion. This is your initial research to see if investigation idea will be achievable in terms of time available and resources that you will be able to access.

4. State the issue that will be explored and developed into a research question or hypothesis

5. Look at the list of Area of Study from the Child Studies Subject outline and identify the Area of Study that relates to your issue

    ....

    ....

    ....

    ....

6. Identify key words that you can associate with issue as this may help in designing your research question or hypothesis. (Hint this is a result of your initial research – e.g. reading media article, a person working in the industry, website or from class work)

    ....

    ....

    ....

    ....

7. Develop the issue into a research question – some start off words for your research question may be: Why? How? To what extent?

    ....

    ....

    ....

    ....

8. Develop the issue into a hypothesis which needs to be a statement

    In consultation with your teacher, decide whether the research question or hypothesis is the best suit for your learning and research style. This may be involve in refining your selected research question or hypotheses to ensure that it meets all the criteria of the investigation.

    ....

    ....

    ....

    ....

9. Final research question or hypothesis :

    It is really important that you understand your research question or hypothesis properly. Circle the key words that you will need to address, as this should make it easier to develop focus questions to structure and guide your study.

    ....

    ....

    ....

    ....

Focusing questions

These are a group of about three to four questions that help to set the scope of your research question or hypothesis by breaking it into parts for closer examination. They are like chapter headings of a book that show how the sections have been broken down into relevant pieces of information. You may need to spend quite a bit of time on these to make sure you structure your investigation well and ensure that the scope is manageable. You will need to draft them and get them checked by your teacher.
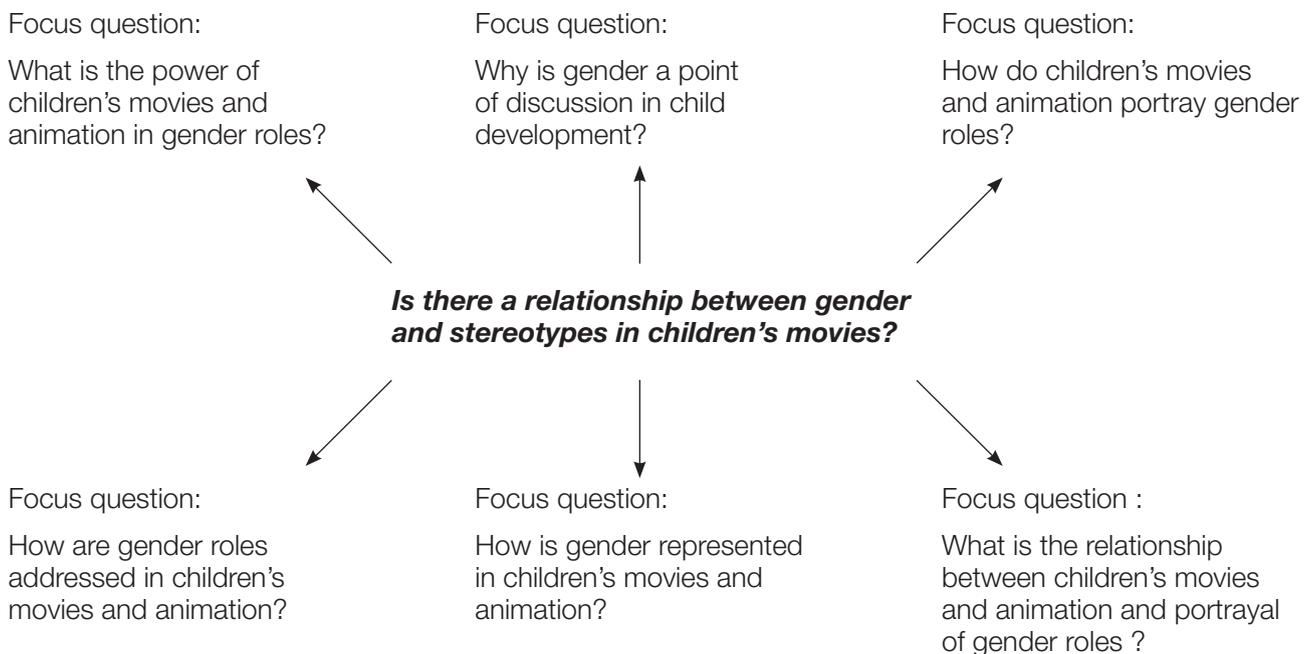
Tips

- Any less than about three focusing questions and your scope may be too narrow, and if more than four you will probably not be able to cover the relevant issues in enough depth to demonstrate a high level of understanding.
- Questions beginning with words such as 'why' or 'how' or 'to what extent' require higher-level thinking and may help you to show critical analysis.

It is often a good idea to use a concept map, mind map or to brainstorm in order to develop all ideas or words that you would associate with your issue. An example is included below.

You can see that from one key idea you need to add in as many other related ideas as you can think of.

The next step is to place the ideas and keywords you have identified into categories/headings that will allow you to develop your focus questions.

Focus question:

What is the power of children's movies and animation in gender roles?

Focus question:

Why is gender a point of discussion in child development?

Focus question:

How do children's movies and animation portray gender roles?

Is there a relationship between gender and stereotypes in children's movies?

Focus question:

How are gender roles addressed in children's movies and animation?

Focus question:

How is gender represented in children's movies and animation?

Focus question :

What is the relationship between children's movies and animation and portrayal of gender roles ?

You can see that from one key idea you need to add in as many other related ideas you can think of.

The next step is to place the ideas and keywords you have identified into categories/headings that will allow you to develop your focus questions.

Activity

Developing Investigation Focus Questions

State your selected research question and hypothesis and identified area of study, then develop your focus questions to guide your research.

Investigation: ....

(State clearly your selected research question or hypothesis)

Area of Study: ....

Focus questions	How will I research and collect evidence for this focus question?

Activity

Write your own hypothesis or research question. My hypothesis/research question is:

You should show your teacher your hypothesis/research question. Once you are satisfied with your choice, you can develop your focusing questions.

Remember that you can change or refine these throughout the process – they do not have to be perfect straight away!

SECTION CHECKPOINT

Have you:

- ☐ discussed your chosen issue with your teacher?
- ☐ discussed your hypothesis/research question with your teacher?
- ☐ discussed the focusing questions with your teacher?
- ☐ documented your investigation so far?
  (completed the activities in this guide and placed your background research information into a folder)

SELECT TOPIC

COLLECT INFORMATION

REFINE/REFOCUS

WRITING

EVALUATE RESOURCES
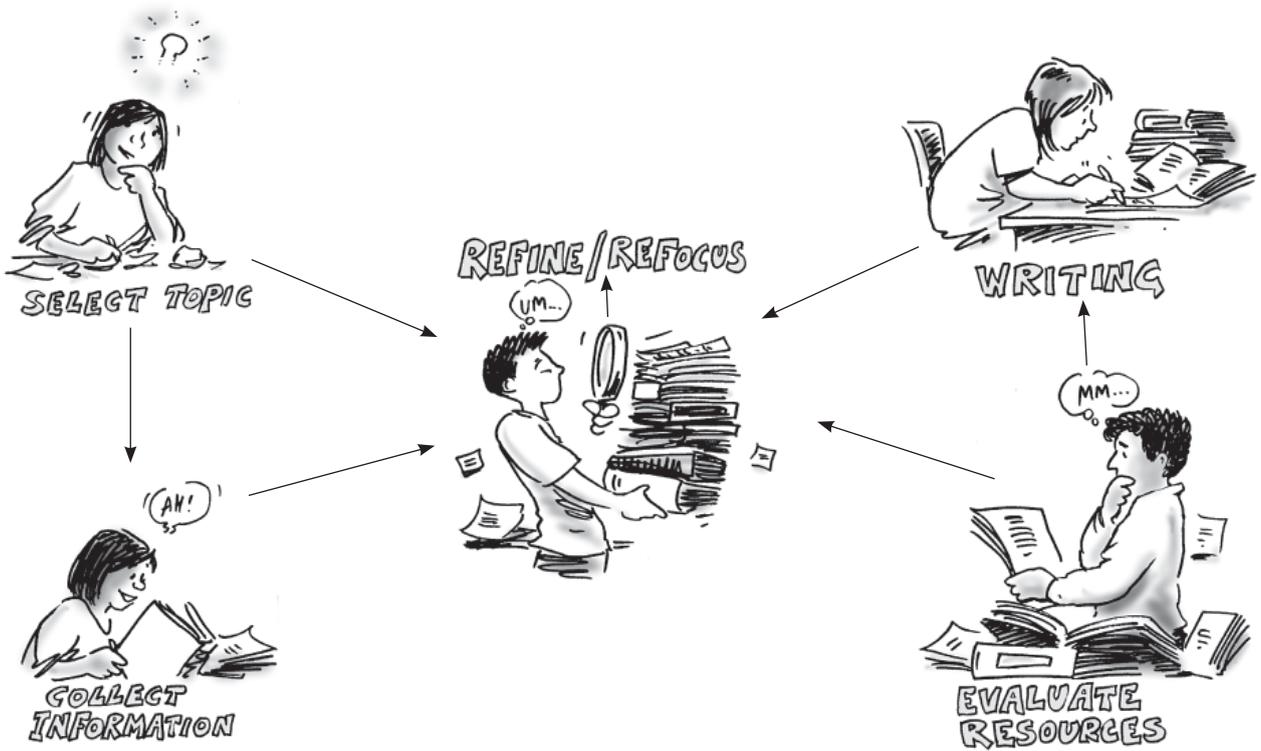
4
Researching your contemporary issue

Remember that you will need to be aware of SACE Board's ethical research policy as you conduct your research. Please refer to the guidelines on the SACE Board website.

Some ethical considerations you need to be aware of include:

- being respectful and sensitive towards others
- obtaining permission from the person you are interviewing or surveying
- respecting a person's choice to remain anonymous, or that his or her opinions remain confidential
- making sure you are safe.

Sources of information

You will need to identify a range of sources of information for your research. The information sources used should enable you to examine the issue from a range of perspectives. You should consider whom the issue affects – e.g. from a child development perspective, from a parent perspective, from a government perspective or local community perspective, etc. While you might not need to cover all of these it is important that you think through who the key stakeholders are for this issue and think about what it means to them.

A good starting point to develop your knowledge is media articles which can be accessed in print or online – such as *The Advertiser*, *The Age* (Melbourne) and *The Australian*. Relevant Child Studies magazines and journals are also excellent sources of information about contemporary issues.

Adelaide's Child is a FREE monthly publication available at a wide range of locations and on-line (www.adelaideschild.com.au). Find a copy of a recent edition (or a similar publication).

Primary sources

The SACE Board state that

"A primary source is information and/or records that provide first-hand evidence that can be used to create a picture of of what happened at the time. Primary sources may be unpublished."

Information from primary sources is information you get directly from observations, interviews, emails and letters or surveys you have done. Primary data should form the basis for your Investigation, using menus, secondary data to complement your work – for example to compare ideas and to give evidence for your assertions.

Primary data can provide you with quantitative information, to present in graphs, tables or charts, or qualitative data, through quotes.

If you conduct an interview, use quotes, as relevant, in the main body of the investigation. If you conduct a survey, you might present information in a table or graph. These should be labelled, numbered and referred to in your discussion.

Places to start for authentic primary resources are:

- parents and family
- friends – your personal friends, friends of the family, etc. A class discussion is a good idea as you may be surprised at the contacts you could have through the parents or siblings of your peers
- professional associations – contact details from web or yellow pages
- schools – staff may have contacts
- Early Childhood staff, including Early Learning Centres, Junior Primary Schools, Kindergartens, Child Care and Out-of-School-Hours Care.
- family daycarers
- play cafes
- universities or TAFE institutions – contact details from web or yellow pages
- experts – sourced from newspaper or other media articles or other primary contacts

Primary Contacts

A starting off list of potential Primary Contacts to explore your Investigation

Parents/ caregivers	Seek opinions from parents / caregivers if relevant. It may be appropriate to include age range to collect a demographic picture in relation to your picture
Staff–e.g. Early Learning Centre , Kindergarten Junior Primary , Out of School Hours Care, long day care, family day care,	Identify establishment , position , employment – permanent , casual or contract – experience
Union	Australia Education Union–Teachers United Voice
Professional Associations	Excellent website which gives links to a wealth of associations and institutes linked to child studies. http://www.acecqa.gov.au/educators-and-providers1/useful-links-for-educators-and=providers
Government	Federal–Federal minister : State – State Minister Excellent websites can be sources that reflect current policy and practices of educational sector.
Media	Editors and writers from a variety of print and electronic sources , including government publications

Activity

Make a list of primary sources that you could find useful.

..

..

..

Remember that it can take time to get information back from people. Getting in early and allowing plenty of time to collect primary research is a good strategy for success.

Below are some questions you may need to answer in planning this kind of information gathering. You may or may not use all of these. It will depend on the kind of issue you are investigating. They are set out with a column on the right for you to make notes in.

Sources of information	Notes and records
Observations: Where and for what purpose? What methods of recording will be used?	
Interviews: Which experts, agencies or people? How many interviews will be needed and why? How will the information be recorded and used?	
Surveys: What size sample? (12-20 would be adequate) Which age groups? Both male and female? Use a range of question types (forced choice, rank, scale and open-ended) Where will surveys be conducted?	
Other primary data collection: Photographs, emails, letters, etc.	

Collecting data

You will need to keep records of your visits, observations, interviews and primary and secondary sources of information. Lead-in time is needed to think through the order of your research – you cannot leave interviews to the last minute.

A strategy to find 'who' to contact is to use the yellow pages, personal contacts, etc. There are no guarantees that people in the community will respond to you – people are busy and your assignment is not their problem – but a well-planned email or phone call that is specific in its requests will increase your chances of success. Thanking the person or organisation also makes it easier for students next year.

It is important when you are making your first contact that you are clear in providing the following information:

- introduce yourself – this means first name and family name
- where you are calling from – indicate the name of your school clearly
- reason for contact – Stage 2 Child Studies student seeking to collect information for your Investigation
- the purpose of the Investigation and the intended audience – point out that it is an important part of your assessment task during Stage 2 and that it is not a public document
- the areas that you are wishing to seek information about, as this may influence whether the person is able to respond or may choose to refer you to another person within the organisation.

It is also important that:

- you know to whom you are speaking or emailing for follow-up. Check the person's full name and contact details as you conclude.
- if a person or organisation is unable to assist you with your enquiries, be bold and ask if they know a person or organisation that they feel could assist with your enquiries
- you are prepared with your contact details – e.g. email address, phone number, postal address or fax. Often a school address will add credibility to your efforts
- if the person or organisation wishes to verify who you are and the purpose of the task, please refer them to your teacher.

Prior to any contact, it is crucial that you are prepared. This means that you have the questions ready that you are wishing to seek feedback on from the person or organisation.

Make sure that you have considered the purpose of the information being sought and how it connects to your research question or hypothesis. In this thinking process you may become aware that you will need to structure different questions for each audience.

Your teacher should see the questions, survey or questionnaire prior to interviewing the persons or organisation.

Surveys and questionnaires

Surveys and questionnaires are a means of seeking out information in the form of facts and/or opinions on a particular issue in the Child Studies area.

Surveys should be numbered when being issued. This assists with record keeping of the number issued, the location of issuing and returns. (Sample size: 12-20.)

Also indicate the timeframe in which the survey needs to be completed and returned.

Planning survey questions

Key words to remember in developing questions are:
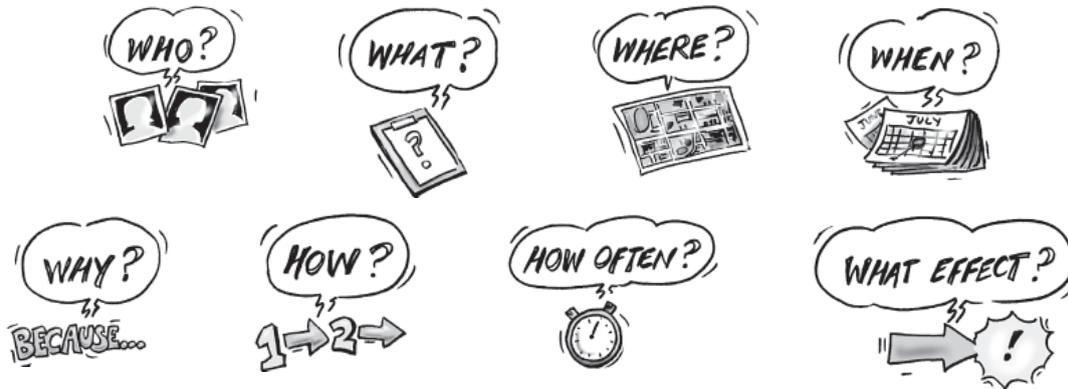
When designing your survey questions consider these:

1. Questions that ask for reasons. Why? What?

2. Questions that ask for evaluation of reasons. Do you agree or disagree? Why?

3. Clarifying questions are likely to be used in an interview or following-up a written response. e.g. Who is responsible for that task?

4. Questions that probe assumptions. How do you gauge the appropriate level of supervision?

5. Questions that ask for consequences and implications. What impact would changing your day structure have on families?

6. Questions that ask for connections. How does that fit with...?

7. Questions that ask for definitions. What do you understand by the term emotional development?

8. Questions that ask for examples. What is an example of an activity to develop fine motor skills in 4-5 year olds?

9. Questions that ask for alternatives. How? What would be a different view on...?

An important feature of the Investigation is that you need to display analytical skills in the material that you have collected through the research process.

In developing your survey questions, then, it is desirable that you include a range of question styles – from closed to open-ended questions – that allow for the responder to give reasons, make comments and offer more detailed responses.

For example:

Section 1 – Parental attitude to risk

This section aims to find out parental attitude to risk taking in play.

The question below is an example of a closed question, as there are only two possible responses.

Question 1:   Do you let your child take risks when playing on outdoor equipment? Yes/No

(Why could this question be interpreted widely and not necessarily lead to an accurate response?)

Question 2:   What play activities do you believe provide an opportunity for risk taking?

To guide the responses you could allow them to write a specific amount or use a range of options that involve ticking a tick box.

These questions serve a purpose if you are seeking to elicit a limited set of possible responses. It can also be a quick way of collecting data that you may wish to use to validate statistical trends.

The next question is an example of an open-ended question – the person responding is able to answer as they wish and explain their points.

Question 3:   What benefits do children gain from outdoor play?

Question 4:   What factors hinder children's choice of outdoor play?

Question 5:   What do you understand by the term 'risk' and the term 'hazard'? Please give an example of each to support your response?

These questions are guiding the respondent to offer an opinion which you may be able to cite as a primary resource.

Extended response answers provide data from which to quote information by experts or to give opinions.

Question 6:   How often would your child play outdoors? Circle your response.

  Every day   Every couple of days   Once per week   Monthly   Rarely

A **scale** such as this can give you information to present in a table or graph.

Question 7:   How would you rank the following in outdoor play?

  Increased street traffic   Need for supervision   Injuries sustained through use of equipment

Please specify

These questions are guiding the responses, and often can pre-empt the response.

Controlled answers can give good data to formulate percentages or graphs.

For example: Yes/No, Five-place answer scale, tick the box, rankings.

Tips

- It is not necessary to do a graph to show simple information that could be easily worded, a percentage answer to a Yes/No question for example. You can simply state '60% of respondents indicated that...'.
- You may choose to structure some surveys or questionnaires for particular groups. An example of personalising this questionnaire for each of the name groups would be to structure some questions that are for a specific audience, such as teachers.

Drafting your survey

On survey sheets it is good practice to give an introduction to explain the purpose of the survey and who will view the material. Always include the following:

Questionnaire title

This is where you tell the person why you are seeking the information: it must be clear and written in a formal style.

For example: The information being sought will be a valuable primary resource in the writing of a research study for Stage 2 Child Studies. The issue which is being explored is whether risk taking in outdoor play can be beneficial for child development. The information will be only used for school assessment purposes and will not be presented in a public forum.

General identification of the Respondent

For example:

Name/title of position/organisation

Only ask for an age group bracket if it directly relates to a focus question: never ask for an exact age.

Occupation or position in an establishment is relevant – information from a more senior employee may give more credibility to your argument. (If a respondent wishes to remain anonymous, you may refer to them in your paper by their position.)

Tips

- Check that you are not asking repeatedly for the same information or opinion – this will lead to the responder becoming frustrated in answering. Also it means that you have limited the material that you will be able to collate as evidence for your Investigation. Keep questions short, direct and relevant.
- Always present an opportunity for any other comment at the end. This allows for the responder to write or indicate material that they feel relates to the questionnaire.
- Remember to thank the person for their time and effort. You never know when your paths may cross again.

Survey tips

- don't put your opinion on the survey
- don't ask biased questions
- don't ask leading questions
- keep it short; maximum length of one double-sided sheet
- start with a closed question
- do not have too many open-ended questions as it will make the survey very long and time-consuming to fill out for respondents
- give the survey out to sample (a few) people and ask them to fill it in. Check that it works and see if there are any problems
- organise a timeframe for handing out and collecting surveys.

Once you have completed your survey then place the surveys into a plastic pocket in your folder.

Survey summary flow chart

Decide on sample size

↓

Decide on sample representation

↓

Design survey questions

↓

Check questions with your teacher

↓

Survey a few people (to check suitability of survey)

↓

Complete survey

↓

Keep all completed surveys in your folder

Interviews

An interview is a controlled situation in which one person, the interviewer, asks a number of questions of the respondent. The interviewer is in charge of the direction of the questions, which the respondent agrees to answer. An interview encourages a person to talk in some depth about his/her world, feelings, attitudes, values, beliefs, life experiences and particular expertise.

Knowing someone who is working in the Child Studies area is a powerful starting point, as they often will be able to recommend suitable people or organisations to make contact with regarding your research for the Investigation.

Know the exact time and location where you are going for your interview. Ensure that an adult knows where and when you are going for the interview. (Duty of care).

You may negotiate to send your questions prior to the interview.

A key starting-off question to be posed in your interview is:

> What are the issues that are having an impact on the Child Studies area?

Followed up by:

> Why are they issues for the Child Studies area?

These are excellent opening questions as they present an opportunity for the person to discuss issues, based on their perspective, that those involved in Child Studies are dealing with. The discussion may support your initial ideas or open up a new direction to explore in your Investigation.
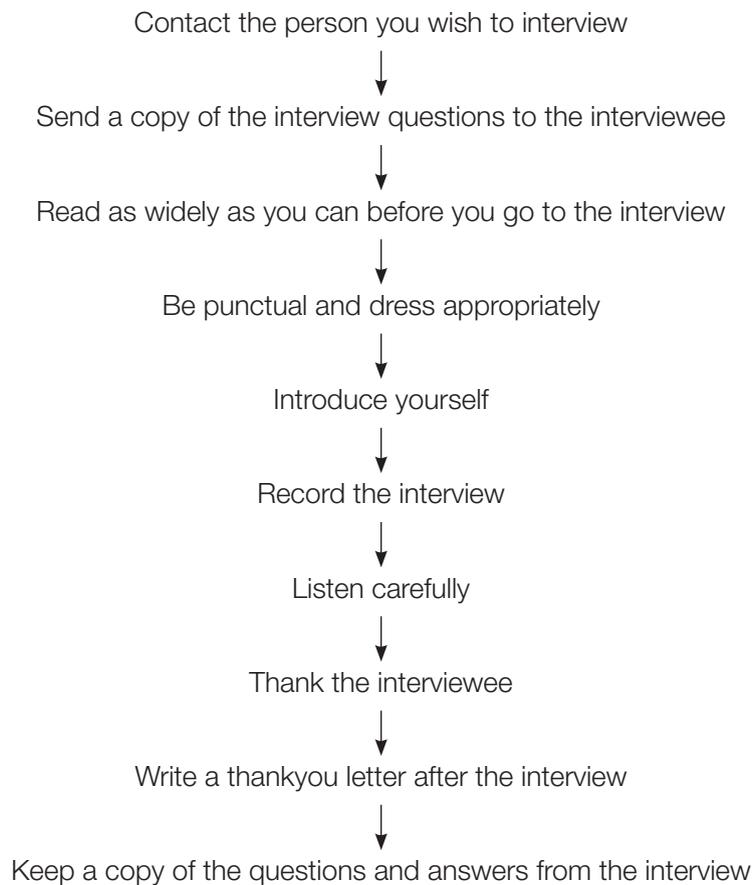
When you attend an interview it is important that you:

- dress appropriately as you are representing your school
- remember to turn off your mobile phone during the interview unless you are using it to record the interview. It is important to let the person know that you would like to record the interview and respect their wishes if they ask not to be recorded.
- establish a rapport
- thank the person for their time and effort.

Make sure you have a complete and accurate record of what was said. Do not rely on your memory: either record the conversation (preferable) or take copious notes. If you take notes write them up straight after the interview so that you give yourself the best chance to clarify any points. If you are using a tape recorder, it can be a good idea to transcribe the exact words onto paper. Whatever you do, you should end up with a hard copy of either exactly what was said (transcript) or nearly exactly what was said (notes). The advantage of having interviews in hard copy is that you can refer to them quickly and make notes – it is slower in the long run to have to continually listen to a recording.

It is now time to put your plans into action. Remember to plan adequate lead-in time to develop your questions and seek feedback before you actually do an interview or send off surveys.

Interview summary flow chart

Contact the person you wish to interview

↓

Send a copy of the interview questions to the interviewee

↓

Read as widely as you can before you go to the interview

↓

Be punctual and dress appropriately

↓

Introduce yourself

↓

Record the interview

↓

Listen carefully

↓

Thank the interviewee

↓

Write a thankyou letter after the interview

↓

Keep a copy of the questions and answers from the interview

Self-check for your collection of primary resources

- Heading to the page if being presented in a written format.
- Clear explanation that tells the person the purpose of the task and intended use of material collected. (See Statement of Purpose on page 37.)
- Indicate:

  Who you are – this means first name and family name
  Where you are from – your school
  Reason for contact – Stage 2 Child Studies student who is seeking to collect information for your Investigation.

- You may wish to define a term that will set the questions in context or a starting off question may be to seek their understanding of a term, e.g. 'speech development', 'informal learning'.
- Questions are structured clearly for the reader and are connected in order. This means that factual questions are placed earlier in the questionnaire, with attitudinal questions placed later on.
- Use clear, concise and direct language to avoid confusion or misinterpretation. Check for spelling and grammatical construction of the questionnaire.

Secondary sources

The SACE Board state that

"Secondary sources can be thought of as second-hand information. Secondary sources analyse and interpret primary sources."

Secondary sources include extracts from books, internet articles, newspapers, brochures, magazines, journals, statistical data sources such as the Australian Bureau of Statistics (ABS), multimedia, TV and video.

Secondary information is useful to extend your knowledge base and enable meaningful analysis of data collected. As a guide, you should have a range of preferably Australian secondary sources: not solely, say, the internet.

Questions that need to be addressed when selecting secondary sources of information include:

- What is the aim of including material from this source of information in the Investigation?
- How does the evidence support the discussion of your research question or hypothesis?
- Is the evidence from credible sources? This means that you need to check the authenticity of claims or statements being made by the writer.
- Is this the most relevant source of information that you can reference?
- What is the date of the publication?
- Who is the intended audience for the writing? This can influence the style and direction of the material.

Use the school library and speak to a teacher librarian who will be able to provide up to date information about resources available online such as different data bases, journals and media articles. Avoid encyclopaedias for information to be referenced for your Investigation, although they may contain some background reading for you.

Read the information and make notes relevant to each of your focus questions. Decide how you can build on this information using primary resources. Keep a record of what sources your notes are from so that you can reference them. When your study is finished, references should be cited throughout and the resources used should be listed in your bibliography.

Note-taking tips

- Record the reference from which you are taking notes – be accurate in noting the author, title, publisher, publication date and page numbers if using a printed text.
- Read the entire text prior to reading it for specific information is often a good idea. It gives you an overall perspective of the text and will allow you make a valid decision of its relevance to your Investigation.
- Photocopy the text and highlight the key points and evidence using different colour highlighters.
- Number the key points.
- Divide a piece of paper into two sections – label it with the main idea and supporting comments.

It is important to use a range of references in your investigation, as this will help you understand your issue from a range of perspectives.

Sources of information

In addition to textbooks in this subject area, there are many sources of information, including:

Education and Child Studies journals and publications

Nutridate

Virtually Healthy – Children's Development Foundation

Institute of Family Studies publications

Australian Council for Education Research publications

Current Federal and State Education Policies and Curriculum

Newspapers and magazines

Every Child

The Age

Sydney Morning Herald

The Advertiser

Adelaide Review

The Independent Weekly

Messenger Press – particularly *Adelaide Matters*

SA Life

Adelaide's Child

Media releases

Federal and State minister media releases.

Internet

You can access some of the latest information on the internet. However, because there is so much information available, you need to learn skills to be able to filter out irrelevant information.

When using the internet, access sites that are an authority on the information such as government, educational or organisational sites. Find more than one source that provides the same type of information and make sure to reference the site and check for reliability. It is hard to determine the accuracy of information on sites without an author. There are some excellent, credible sites online, such as *The Australian Journal of Early Childhood*.

Referencing

You will need to use information from other people, as your investigation will need to have supporting data from reliable secondary sources to support your argument, but you must reference their work.

Plagiarism is when you use others' work without acknowledgment. You must acknowledge anything you use from anyone else. This includes anyone else's ideas, opinions, research, and statistics. You must not 'cut and paste' information. To acknowledge someone's work means to reference.

When you use the following you must reference:

- direct quotes – using someone else's exact words
- copying or 'cutting and pasting' – when you directly copy someone else's work (including graphs and tables)
- paraphrasing – using someone else's ideas in your words
- summarising – using a condensed version of someone else's work.

You should incorporate both primary and secondary sources of information to support the analysis of each aspect of your issue. Use one referencing system consistently throughout your investigation to acknowledge primary and secondary data, including the source of graphical information (graphs, tables, maps, photos, illustrations, etc.) These graphical forms should be correctly labelled and located in the main body of the iinvestigation to enable cross-referencing within the text. You can quote from interviews.

Include a list of references or bibliography. References (footnotes, sources for graphs, interviewees, etc.) made throughout the study must be detailed in this bibliography.

Appendices to the Investigation should not be included. This means you must make full use of your research in your investigation.

The following are guidelines on how to reference. More information can be found on the SACE Board website as well as doing a web search of the Adelaide universities and TAFE sites.

Harvard or in-text referencing

This form of referencing is where you place your acknowledgment of someone's work within your text. You will need to include full details of the sources within the reference list at the end of the study.

Direct quotes

For direct quotes you place the person's work within quotation marks. If the quote is short (i.e. less than two lines) then you place it within the text (see Example 1).

If the quote is longer, then you indent it and place it on a new line (see Example 2).

Example 1:

Indicate the author's surname, followed by the year of publication.

According to Smart (2007) 'a child's temperament style can exert a large influence on his/her development' (p.1).

Add the page number after the quote.

Example 2:

It is interesting to compare how attention differs among different age groups.

Indent from the margin.

'One of the most obvious developmental trends that takes place is the dramatic increase in the child's ability to focus attention' (Smith 2007, p.332).

Leave a line above and below the quote.

Identify the author, year of publication and page number at the end of the quote.

If paraphrasing or summarising another's work, then you still need to refer to where you obtained the information.

For example:

Migrants are an important part of the Australian culture. Results from a survey by the Australian Bureau of Statistics indicate that 34% of the Australian population had at least one parent born in another country (ABS, 2007).

Keep in mind it is very obvious that when you are using statistics, which are obviously not from your own survey, that you obtained them from another source. For instance, if the above example did not refer to the Australian Bureau of Statistics (ABS), then it would look suspicious that you referred to 34% of the population. It is obvious that you took the statistic of 34% from another source, so make sure you reference it.

Footnoting

Footnoting is where the reference to a source appears at the bottom (or foot) of the page. You must also include a reference list at the end of the investigation when using this type of referencing.

If you are using the Microsoft Word program on the computer you need to:

* go to 'insert' menu, 'reference'
* click on 'footnote'
* make sure 'footnote' and 'autonumber' are selected.

A number will appear next to where the cursor was when you clicked insert footnote. A footnote will appear at the bottom of the page and you can type the relevant information. For example:[1].

The disadvantage of footnotes is that the reader has to look at the bottom of the page to see the source of the information.

There are advantages to footnoting, such as:

* as you draft your work, the reference numbers will automatically change and move to the relevant page as you delete or add sections
* footnotes are generally not counted in your word count.

Although footnotes are not included in the word count, be careful not to use footnotes for explanations as you might be penalised for this.

In the footnote you write the full details of the source.

REMINDERS

Check with your teacher whether footnoting is appropriate for you.

You still need to include a reference list at the end of your investigation, regardless of which referencing system you use.

---

1   A footnote will appear at the bottom of the page.

Reference list

A reference list is a list of sources that you have referred to within your study. Regardless of which reference method you choose you will need to include a reference list. Your reference list will give the marker the opportunity to see further details about your sources and will help confirm your methodology of research.

It is important that you keep a record of sources as you investigate and then begin to draft your work. It is hard at the last minute, when you are about to finish your final copy of the investigation, to then remember where you obtained all your quotes and paraphrasing.

> You must have a reference list to help maximise your result.
>
> Try to keep a record of sources as you investigate and write.

On the reference list you should **not** include any sources that you do not ultimately use in the final copy of your investigation.

You should include both primary and secondary sources that you have used.

Please note that there is further information on referencing on the SACE Board website (www.sace.sa.edu.au) under the 'General research advice for students'.

Referencing summary

- Keep a comprehensive list of source details
- Choose a method of referencing (e.g. Harvard or Footnoting)
- Complete a reference list for the sources you use in the investigation
- Include both primary and secondary sources in your reference list.

SECTION CHECKPOINT

Do you understand how to:

☐ write survey questions?

☐ conduct an interview?

☐ conduct secondary research?

☐ reference your work?

Have you:

☐ chosen varied and ethical methods of research?

☐ documented your methods of research?

☐ completed the activities in this guide?

☐ asked your teacher to verify your progress so far?

5 Analysis and evaluation

Before starting this section check the material you have gathered.

Check that your information:

- ☐ addressed the focusing questions
- ☐ is relevant to the focusing questions
- ☐ is sufficient and that there are no 'gaps' in your collected information (go back and collect more information if there are gaps)
- ☐ has a focus on primary sources
- ☐ has been discussed with your teacher.

Sorting through your information

In the course of your research you will collect a substantial amount of material – facts, quotes, opinions, ideas, etc. which form the raw material on which your investigation is based. This information becomes important when you use it to develop a point of view or argument. You will need to sort the information collected logically so that you can ensure that it will be viewed as valid and reliable. Look at what you have collected and put aside information that is not relevant. Just because you collected it, does not mean you have to use it!

Surveys

When designing your survey or questionnaire you would have thought through what information you would be seeking from people.

Keep a checklist of surveys issued and returned by your set due date. It is highly likely that not all surveys will be returned. This is why a survey should not be the only primary source of information that is underpinning your Investigation. Here is a suggested strategy for dealing with survey returns:

The survey was designed as eight questions plus information regarding personal details – gender, age group and occupation. As indicated you have numbered each of your survey returns.

Ideally you should use more than one type of source per focusing question.

A **good** example would use a variety of sources to address each focusing question; for example, a quote from an interview that complements, or even contradicts, the survey data and secondary information.

A poor example would be:

> Focusing question 1 – use secondary information
>
> Focusing question 2 – use interview answers
>
> Focusing question 3 – use survey data.

To collate your findings and give you an overview of all survey responses, cut and paste the survey responses onto a piece of paper such as A3 (it would be a good idea to photocopy all the originals and to keep one copy intact). This provides fall back reference material.

Activity

To compile your survey results you will need to construct a table that allows you to document each survey question and respective responses. On the top of the paper, indicate question details.

Question: ....

....

Survey responses

1 ....

....

2 ....

....

3 ....

....

4 ....

....

5 ....

....

This activity will give you an overview of responses to your questionnaire (*see next page*).

Overall summary of findings (i.e. key findings):

Identify the focus question that this information connects with in the Investigation:

You will need to develop your grid sheet to reflect the number of surveys that you completed.

This approach can also be used to compile the findings from interviews conducted.

After collating your data it is time to map your primary and secondary sources of information to see whether you need to do follow-up research.

For example:

A survey designed with eight questions and an interview designed with six questions, could be mapped as follows:

Source of information	Focus question 1	Focus question 2	Focus question 3
Survey	Question 1, 4, 5	Question 2	Question 3, 6, 7, 8
Interview	Question 2	Question 1, 4, 5	Question 3, 6
Photos		Visual photos	Visual photos
Print material	Menus	Newspaper article ABS	
Electronic	Website		Website
Media		Television program	

It will allow you to group all your resources for each focus question together.

Creating a picture of your resources gives you a clear idea of where you may need to do follow-up primary or secondary research. It will allow you to group all your resources for each focus question together.

From mapping it can be seen how the survey data, interview responses and secondary data can be utilised to respond to each focus question.

Now let's map your research for your Investigation.

Source of information	Focus question 1	Focus question 2	Focus question 3

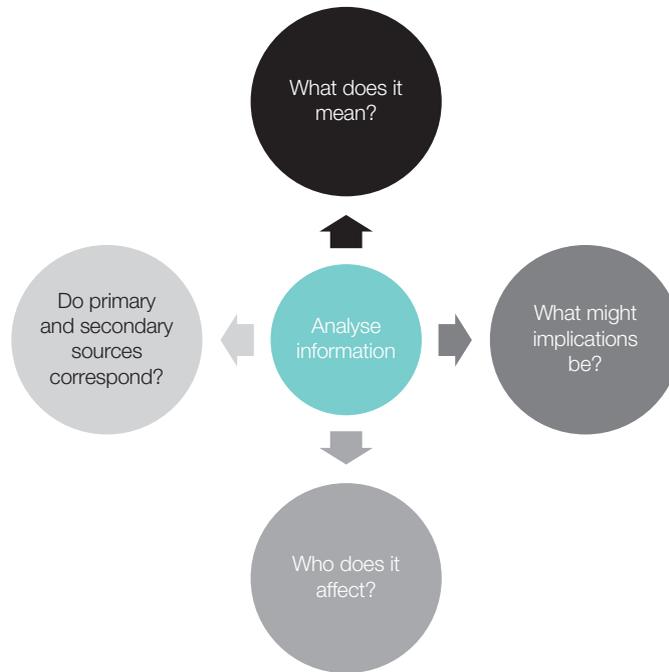What observations can you make about your research?

Observations:

Do you need to do any follow-up research?

If so, indicate and discuss with your teacher:

Analysing your information

Throughout your investigation you need to think carefully about the information you have found out.

To analyse the information you need to:

- break down ideas or information into smaller sections
- look for relationships between ideas and show understanding of the relationships
- you need to make judgements about the evidence you collect.

To do this you need to structure your material so that the main ideas are presented logically, flow and lead consistently to the overall conclusion. Remember that in reaching a conclusion you do not necessarily need to 'take sides'.

Your next task is to map the key findings of each focus question so that you can begin to evaluate and analyse the findings. This will require you to read or view evidence collected and to do the following:

- examine all material for links to the focus question (analysing)
- differentiate material for usefulness, relevance and credibility (analysing)
- compare and contrast points of view objectively (evaluating)
- consider viewpoints from a range of perspectives (creative thinking)
- make valid judgements about material to be included (evaluating and analysing).

As a society, we analyse all the time. Imagine that you see your friend on Monday morning and you ask her whether she enjoyed Sanja's party over the weekend. She replies that it was 'an awful party and the food was lousy'. More than likely you begin to think 'Why? Did she have an argument with her family or boyfriend? Did she eat too much food? Was she ill?' and so on. By examining and asking questions you are analysing why your friend thought the party was awful.**You are analysing!**

Use your focus questions as subheadings to organise discussion. Remember, these are like chapter headings.

Activity

Do your primary sources agree with each other? (e.g. do your survey results support your interviews?)

Does your primary research support/or contradict your secondary sources of information?

If so, what contradictions are occurring? Why do you think this is happening?

When you sort through your information you go through the thinking process of analysing the material collected. After sorting and collating your findings you will need to think through the order of the key findings so that the information flows on coherently. This can be supported with the use of transition phrases or connectives between paragraphs.

Connectives

- use within paragraphs to links ideas to make meaning clearer
- use between paragraphs to clarify where you are heading for the reader.

Connectives used to	Examples
Add to an idea	also, similarly, in addition, likewise, moreover, furthermore, certainly, clearly, no doubt, obviously, undoubtedly, unquestionably
Change direction	however, despite this, instead, nevertheless, on the other hand, alternatively, but, although, while, in contrast
Illustrate	for example, for instance, specifically, to illustrate, most important of all
Develop a point	therefore, as a result, accordingly, because of, admittedly, consequently, furthermore, thus

Develop an overview for each focus question which can act as a guide to the intended discussion. This is important as you need to be able to justify your line of discussion. Your discussion needs to be supported by the development of opinions and judgements in relation to evidence being presented. In your discussion you will need to be able to integrate information and see relationships between ideas.

Focus question:

Key points/findings	Supporting evidence	Key words or terms that demonstrate your ability to make connections to points/findings

Incorporate both primary and secondary data and acknowledge the source of graphical information (graphs, tables, maps, photos). Incorporate both primary and secondary sources of information to support the analysis of each aspect of the issue. Consistently use a referencing system throughout your investigation to acknowledge primary and investigation to enable illustrations, etc.) These graphical forms should be correctly labelled and located in the main body of the cross-referencing within the text.

You can and should quote from interviews and/or surveys to give evidence of your research. Remember that you need to use and evaluate the data you have collected within your 2000 words – there is no point in doing primary research such as interviews or surveys if you do not evaluate this evidence in your Investigation.

To discuss means to examine an idea or opinion with closer examination and acknowledge that there is more than one perspective. In your discussion it is important that you use clear, concise language and evidence of authentic research to support your points of discussion

Expressions that will guide in developing discussion could be based around **how** and **why**:

*   why is ………………………………………… significant?
*   how is …………………………………… an example of …………………………… ?
*   how is ……………………………………… related to ………………………… ?
*   how could it be different …………………………………?
*   why is this information important?
*   why does it matter?
*   how does this relate to the Investigation?

Expressions that will guide in developing analytical skills could be:

*   what evidence can you present for …………………………………………?
*   what connections exist between …………………………………………?

You need to manage your time to allow for drafting, seeking feedback and completing the final investigation.

*   Rather than jumping into the writing process, develop an outline using main headings and subheadings.
*   Organise and sequence your ideas and consider how your argument will develop to support or refute the hypothesis or research question.
*   Plan where you can include graphical information (remember this needs to be discussed in the text).

Bias

It is important to check your sources of information and to be aware of where there may be potential bias. **Bias** is an opinion that strongly favours one side of an argument, or one particular thing in a group or series of things.

Intentional bias is when the source has been deliberately distorted; for example, telling lies or missing out important facts or pieces of information. People may also exaggerate their viewpoints for a number of reasons; for example, to try to be more persuasive in their argument.

People might have been affected by their feelings and personal beliefs, which will affect their judgment.

Bias does not mean that the source is useless. You just need to recognise that the source might be biased and analyse why this might be the case.

Think through:

- what is the source of the information?
- who is responsible for the information?
- from whose point of view is the information reported?
- are the views of the key stakeholders represented?
- is emotive language used?
- are there links to any organisations?
- what is the reason for the information being published?
- what evidence is provided?

Newspaper articles and television spots have a strong influence on public opinion. The growth of the internet makes it even more important for you to examine your sources of information, because information may not be from a credible source or may be biased.

Evaluating

When you evaluate you look at all sides; the strengths and weaknesses, the limitations, and then you conclude.

In other words, look at your data and come up with a conclusion from these findings.

You will need to consider what might happen in the future. Will this issue continue? Will it be resolved?
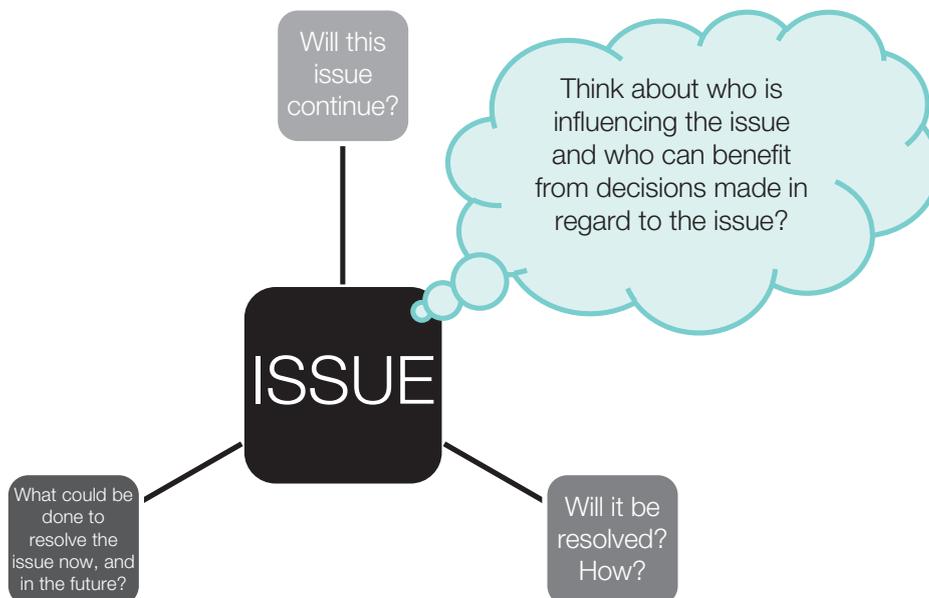
Activity

Think about **your issue** and the information you have gathered.

Have your sorted, analysed and evaluated your sources?

What conclusions can you make about your issue?

1. What are the perspectives/ideas of different stakeholders about your issue?

2. What do you think will happen in the future with your issue? Will it be resolved? By whom? How? Or state why not?

3. What action could occur for your issue to change or be resolved?

4. Has your opinion on the issue changed? Explain why or why not?

....

....

....

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....

5. Are you surprised by any of your findings, or were they what you expected? Explain your answer.

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Evaluating involves choosing which information sources are worth pursuing and deciding whether the information you have found is relevant to your topic.

Once you collect information, you need to decide whether you can use the information, and whether it is reliable. You need to do this because not all information is equally useful and as your work needs to be referenced with suitable sources, careful evaluation will save you time in the long run.

A good way to do this is to consider again whether you have views representative of the key stakeholders.

For your work to meet the assessment criteria you need credible sources of information to give evidence for the points you are making. A good piece of work is objective, as it considers all viewpoints and uses information from a range of sources.

Review your information before writing

Before writing your investigation, **review your information before writing**.

Refer back to your **focusing questions** and think about what you have found out. Do you have enough information to analyse and answer your focusing questions? If you have gaps, do some more research.

Do you need to adjust your **hypothesis/research question**?

Do you need to work on the wording of the hypothesis/research question?

Use this space if you need to work on the wording of your hypothesis/research question or any of your focusing questions.

Think about your hypothesis or research question. Have you come to a conclusion?

It is also acceptable to have mixed results; for example, some sources supporting and others contradicting.

Do not worry if you have not supported your hypothesis, your mark does not depend upon whether you have supported a hypothesis – but you do need to analyse your findings.

Write your conclusions here. Have you supported or refuted your hypothesis or do you have an answer to your research question?

Do you have all the information before writing?

☐ Yes, continue to the writing section

☐ No, go back and research some more

SECTION CHECKPOINT

Do you understand how to:

☐ sort and collate your data?

☐ analyse your information?

6 Writing the Investigation

Articles relating to children's development and Child Studies education appear in a wide range of publications (including newspapers, magazines and journals).

Authors write for a variety of audiences and for different purposes. However, there is a common thread in the format of their writing in that they will introduce their piece indicating the direction or main points to be discussed, then argue the points with supporting evidence and finally summarise in the conclusion of the article.

Your teacher will be presenting to you a range of articles that show how a topic has been introduced and developed and its relevance to your writing.

The following example of a Child Studies article will present us with an opportunity to read and critique.

Read thoroughly the article 'Blokes can do it as well', then complete the activities below.

Activity

1. How is the article introduced?

2. What benefit does this provide to the reader?

3. What are the traditional arguments for increased male involvement in Child Studies?

4. How are these highlighted?

5. What are the barriers for men in Child Studies?

6. What evidence does the author provide for his argument?

How can you make your Investigation come alive? By clearly expressing your ideas and opinions to the reader.

Your writing style needs to be clear and succinct. It should capture the attention of the reader and its structure and content need to address the criteria for judging performance.

WRITING

Blokes can do it as well

Craig d'Arcy, facilitator of the Newcastle Males in Early Childhood Network Group, discusses the barriers that men often face in early childhood and why it's crucial we work to remove these obstacles.

EARLY childhood carers and educators strive to avoid stereotypes and ensure that all children are presented with healthy and diverse messages about gender identity – through the language we use, the images we portray, the environment we maintain, the diverse experiences we implement and the interactions we engage in at our services.

All of us aim to provide both boys and girls with opportunities to explore their own meaning of what it is to be male or female and to carry this into adulthood.

Male staff and volunteers in children's services are the essential missing ingredient from these valuable ideals – particularly in Australia, where they make up only about two per cent of early childhood staff.

Typical barriers for men in the early childhood sector include:

- negative community attitudes, including the fear of being accused of abusing children
- an extremely low number of other men in the profession and hence a lack of inspiring role models
- studying or working in isolation from other men
- community perceptions that working in children's services is little more than babysitting, thus also contributing to low pay and poor working conditions
- not being effectively recruited, supported or retained when students or workers
- often being seen as a token or novelty, noticed because of their gender, not their skills or qualifications.

Strengths that men provide

Men have something to offer which is different to what females offer young children. When men and women are working together in teams, children's experiences are enhanced.

Traditional arguments for increased male involvement centre on:

- the developmental needs of children
- the positive ways that male staff can model relationships
- the possible benefits to fathers

- men adding their voices in calling for better working conditions and wages in children's services.

Many of the reasons for men entering the profession are the same as their female colleagues, but a lot of men who choose this non-traditional career often have further experiences and skills that they wish to contribute.

Michael is a teacher in a long day care service who says he became motivated after having children of his own and wanting to show others, including fathers, that men can take on caring and nurturing roles:

> "I have been a strapper and a meat processing worker but I like the idea of being a pioneer. I like to push the boundaries and do physical activities with the boys and girls that they wouldn't normally do. I also felt that I could help provide a positive and stable male role model that many children in my local area are lacking."

Building awareness

Reflecting the increasing interest in the roles of men and women in the profession, a working forum on men in early childhood education is being held 20-23 May 2008 in Honolulu, Hawaii. The working forum is a World Forum project aiming to create a global meeting place to identify actions and promote men's participation worldwide. Early Childhood Australia is a member of the World Forum Alliance.

You can find out more about the forum at:

www.worldforumfoundation.org/wf/projects/men_ece/

Supporting men in early childhood

The bottom line in our work is that we aim to promote the wellbeing of all children. In order to do so we need to recognise that men are essential in early childhood services – and that blokes can do it as well.

References and further reading

Hamilton, K. (2003). 'Daddy Daycare': What's keeping men from a career in early childhood? *Rattler*, 68, 6-8.

Sargent, P. (2004). Between a rock and a hard place: Men caught in the gender bind of early childhood education. *The Journal of Men's Studies*, 12(3), 173-193.

Used with permission, *Every Child* magazine. Craig d'Arcy, Volume 14 No. 1, pp.10-11, 2008, published by Early Childhood Australia.

Structure of the Investigation

Although there is no one correct study style, the following is a guide you can use. It is not compulsory.

SACE Board cover sheet	Optional – table of contents	Introduction (about 300 words) Outline of contemporary issue scope of the investigation methodology	Body of investigation Discussion of findings – using focusing questions as headings (about 1200-1400 words)	Conclusion (about 300-400 words)	Reference list

One way of beginning the writing process is to start with the focusing questions, followed by the conclusion, and then work on the introduction. Once you have worked through these sections, put it all together and then check that it flows and that it all links together.

Now we are ready to write the first draft. The following is just one way of completing the writing stage of your Investigation. Discuss with your teacher whether the following is suitable for you.

Step 1 – Draft your introduction (details and examples found on pages 63-69)

Step 2 – Draft the body of the investigation (details and examples on how to write this section are on pages 70-75)

Step 3 – Draft your conclusion (details and examples found on pages 76-79)

Step 4 – Final draft – check that the investigation flows smoothly and it is logical in the order

Step 5 – Write your reference list (details and examples found on page 80)

Step 6 – Complete the final checklist on page 84.

Important

Your teacher needs to see one draft of your investigation to sign the verification sheet that it is your work.

Some teachers prefer to see separate sections throughout the process and some teachers prefer to see the final product.

Discuss with your teacher the process of handing in a draft and due dates.

Drafting

Drafting is an important part of the writing process. Make sure you read through your work at every stage. Once the body is complete, then re-read through to check that you haven't just started to repeat yourself and that you have included all your main points.

Make sure you read through, checking for **spelling and grammar**. If using a computer, then do a 'spell check'. Also look for how it **flows**, and whether it **links** to your hypothesis/research question and focusing questions. Maybe ask someone to read through for you to check that it makes sense.

Revisit the performance standards and check that you have covered all the areas required within the investigation. If necessary, add or change sentences to better address the performance standards.

If you get 'writer's block' while completing the writing process, leave it for a day or two if you can, and then return to it when refreshed.

How to write the introduction

The introduction serves the purpose of setting the Investigation into context. It is like the opening pages of a story, or the first scenes of a movie, where key elements are presented and often defined by the clothes worn or the language spoken.

The introduction is developed around your hypothesis or research question which is central to the paper. It needs to address the focusing questions and be well structured. The word count is generally between 250 and 300 words.

Your introduction should include:

* a short statement outlining the contemporary issue, how it relates to the health and wellbeing of children and state your issue as a research question or hypothesis
* an outline of the scope of your investigation and your methodology:

    Scope of the investigation:

    — how your issues relates to one of the areas of study

    — relevant definitions

    — the focus questions

    Methodology:

    — the primary and secondary sources of information accessed

    — your research process

Total of approximately 250 words

The introduction may be written in the future, present or past tense.

If your approach is to complete your Investigation step-by-step (introduction, then body of investigation, then conclusion), you will probably choose to write your introduction in the future or present tense.

However, if you choose to re-draft/finalise your introduction after completing the body of the investigation and conclusion, you may prefer it to be in past tense.

Your teacher will make reference to the SACE Board performance standards to guide the development of your introduction. It is important that you have a clear understanding of the language used and intent.

Writing the introduction

Remember, the introduction is developed around your hypothesis or research question.

It needs to indicate the area of study and raise the issue you are examining. It also needs to address the focus questions.

The following is an example of defining the area of study and issue:

> This investigation relates to the Sociocultural area of study, as the issue being investigated is how risk taking in outdoor play can be beneficial for child development.

Some examples of lead-in sentences are:

- The issue of ....is relevant as it relates to the area of study

  ....

- The investigtion relates to the.............................area of study and connects to the issue of

  ....which will be investigated in the study

Activity

Write about your contemporary issue and identify the area of study.

....

....

....

....

....

....

....

Define the scope of the investigation. This is where you clearly indicate the aim and context of the investigation. It may be appropriate to define any limitations or meaning of terms that will underline, or constantly be referred to in the study.

An example of defining the scope is the following:

> The aim of this investigation is to determine what benefits there are for children in developing risk taking practices in outdoor play.

Some examples of lead in sentences are:

- This investigation is based on . . . .

- The aim of the investigation will be . . ..

- The area of research will be focusing on .. ..

Activity

Write your scope of investigation:

.. . .

.. . .

.. . .

.. . .

Ask a peer in your class to read your scope of investigation and to provide feedback on your writing.

Peer feedback on student's scope of investigation:

.. . .

.. . .

.. . .

.. . .

Now act on the feedback provided from your peer.

Activity

Refining your scope:

Now time to seek feedback from your teacher.

Teacher feedback on the scope:

Finalised version of the scope:

Let's keep going!

The next task is to write down the focus questions that you have developed in consultation with your teacher. Remember that the focus questions guide the study and structure your discussion.

Examples of focus questions that could underpin a study on outdoor play:

1. What is the current status of outdoor play?
2. How does outdoor play influence learning and development?
3. What risk taking opportunities are provided in outdoor play?
4. How does society view or manage risk taking?

Activity

Write your own focus questions:

..   . .

..   . .

..   . .

..   . .

The concluding section of the introduction is to outline the methodology used to access/obtain evidence that you will refer to or have referred to in the investigation. This can be written very specifically or in a broader sense – remember that at the end of the investigation you will need to include an accurate reference list. It is important that you do keep a record of research to assist in the process and now is a great time to remind you to visit the SACE Board website (www.sace.sa.edu.au) and review the Reference Guide.

Activity

Find the following entries in the SACE Board Reference Guide and document the reference techniques for each:

1. Website.   . . ..
2. Newspaper article.   .
3. Textbook..   . .   ..

Methodology

This is where you indicate how you intend to research both primary and secondary resources. Often you will revisit this section as you are concluding your investigation and indicate if you had found any limitations on accessing research resources.

An example of proposed methodology in relation to the topic 'viability in the market place' could be the following:

> In the investigation the intention will be to interview at least three people who work in Childhood. A survey will be used to seek feedback from parents and care givers. An interview also will be sought from a spokesperson of a professional organisation such as the Primary Principals Association. Information will be sought from the internet, print articles and current media releases.

Activity

Review your primary and secondary sources and the methods you used to gather data. Then write your methodology section of the introduction:

Ask a peer in your class to read your scope and to provide feedback on your writing.

Peer feedback on student's methodology:

Now act on the feedback provided from your peer.

Activity

Refine the methodology of the investigation:

Now it's time to seek feedback from your teacher.

Teacher feedback on the methodology of the investigation:

Finalised version of the methodology of the investigation:

It is time to put all your writing efforts together to create your Introduction as the total package so that you can receive your final feedback.

Final version of an introduction:

Introduction

The aim of the investigation is to determine what benefits there are for children in developing risk taking practices in outdoor play.

The focus questions that will underpin the study are the following:

1. What is the current status of outdoor play?
2. How does outdoor play influence learning and development?
3. What risk taking opportunities are provided by outdoor play?
4. How does society view or manage risk taking?

In the investigation the intention will be to interview at least three people who work in Childhood. A survey will be used to seek feedback from parents and caregivers. An interview also will be sought from a spokesperson of a professional organisation, such as the Primary Principals Association. Information will be sought from the internet, print articles and current media articles.

Now it is time to put your introduction together and see how it flows as a package.

Hypotheses or research questions (fill in with your own):

..   . .

..   . .

..   . .

..   . .

..   . .

..   . .

..   . .

How to write the body of the Investigation

The presentation of your research will be influenced by the order of your focus questions that direct the Investigation. The focus questions will be shown as subheadings to organise discussion.

Address and analyse each aspect of the issue to demonstrate your knowledge and deep understanding of the issue.

Critically analyse the merits of each aspect to determine whether or not they prove your original hypothesis or whether or not they sufficiently address your research question.

In each of the focus questions you need to have planned the order of your key points with evidence and examples to support your discussions. The length of your response will be influenced by the number of focus questions that you devised for your Investigation. Generally, you would aim to give equal balance to each of the focus questions.

A good quote to consider is "No statistic without a story, no story without a statistic". This means you need to explain your data and the implications of your findings and also make sure you give evidence for your discussion.

Topic sentences

In reading any text you will observe that at the beginning of each paragraph that there is a lead-in sentence that sets the scene for the discussion. This is followed by sentences that expand and elaborate on the point being discussed. The discussion is supported by evidence and examples that qualify statements being referred to in the text. The final sentence draws it together and links to the next following paragraph.

Many writers fall into the trap of descriptive writing – for example by outlining in detail how the data was collected – which provides no insight into the information being discussed.

An example of descriptive writing:

> I organised my surveys so that I could give them to my family and friend's parents. They all returned them and had good responses. In the first question everyone indicated that they don't let their children take risks when playing on outdoor equipment.

A more informative way of writing is to move away from the constant use of 'I', as it will be evident that you are the writer of the text.

An example of a formal style of writing:

> All interviewee respondents, both parents and professionals, indicated that parents and non-parental caregivers were significantly concerned about the risks for their child when participating in outdoor activity. Many parents acknowledged that their children did have limited opportunity to outdoor play due to their unwillingness to let them play unsupervised and also being time poor. Both professionals indicated the social and environmental factors were key reasons for the lack of participation of children in outdoor play. Factors cited were increased traffic on suburban streets, children combined to small backyards due to smaller housing blocks and/or higher density living, the decreased opportunities for parents to be able to participate with their children, the fear for children's safety by parents and the threat of litigation for non-parental caregivers and organisations.

Each paragraph should contain one main idea, starting with the main point as a topic sentence, followed by two or three sentences of supporting evidence and explanation.

Nominalising

Nominalised writing is a concise writing style that minimises the use of personal pronouns and where the verbs are turned into nouns. The conciseness of this style can help you to meet the word count for the Investigation.

It is a formal style and most academic work and texts are written in this style. The use of nominalisation creates and air of intellect, detachment and authority.

For example:

The sentence, 'I found from my research that most parents thought outdoor play was risky for under four-year-olds.'

would become

'Primary research indicates that rates of outdoor play were lowest among the under fours, due to parental concern about risk' when nominalised.

Useful words

In developing a good argument you may find some of these words/wordings useful:

above all	for example	later	perhaps
accordingly	for instance	likely	possibly
admittedly	for this reason	likewise	probably
afterwards	furthermore	meanwhile	rather
also	gives rise to	moreover	resulting in
although	hence	more specifically	similarly
as a result	however	nevertheless	so that
because	improbable	nonetheless	that means
besides	in addition	not only…but also	then
certainly	in conclusion	not surprisingly	therefore
clearly	indeed	obviously	though
consequently	in fact	of course	thus
due to	in particular	on the contrary	to sum up
earlier	in short	on the other hand	unlikely
finally	instead	otherwise	while
first...second	in summary	owing to	we can conclude that

It is important that you:

- evaluate the evidence found about your issue from your information sources
- study the relationship of cause and effect and make sure the links between points in your argument are correct
- develop the argument in a logical and sequential manner
- show evidence of applying your critical thinking and analytical skills
- draw relevant conclusions.

Source: Study Guides, developed and produced by Access Media, Department of Education and Children's Services.

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Sentence starters

The following table provides you with some sentence starters.

These will assist you to make analytical statements rather than simply describing what you have researched.

So far the evidence seems to suggest that...

There is no evidence to suggest that...

The bias in this (statement, data, picture, text) is evident through...

These sources back up my data because...

This particular secondary source backs up my data in so far as it...

Responses from my survey indicate that...

There seem to be some contradictions between...and... because...

My own particular bias on this issue is...

While some opinions indicate that...others seem to show that...

This evidence assists in calculating the...

The most reliable sources are...because...

This data is backed up by...

Taking all these factors into account it would seem that...

Past information in the media suggests that...while my evidence suggests that...

This is believable/unbelievable because...

This information has changed my viewpoint because...

It is obvious that there are connections between...and...because...

There were inconsistencies in the evidence due to...

This indicated a change of emphasis...by...

The main emphasis of...was clear because of...

Source: Study Guides, developed and produced by Access Media, Department of Education and Children's Services.

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Often as a writer, we anticipate the word that has been written is correct for the intended text. Often when using spell check we may have used a word that is spelt correctly but is not the word we intended to use.
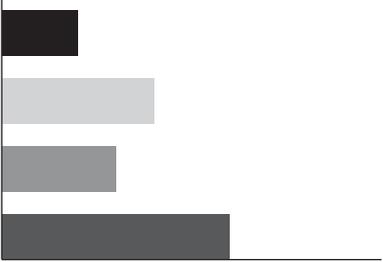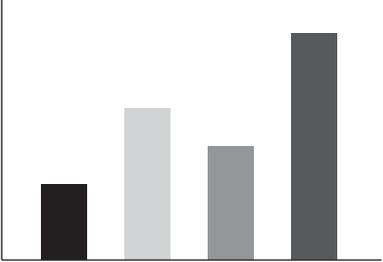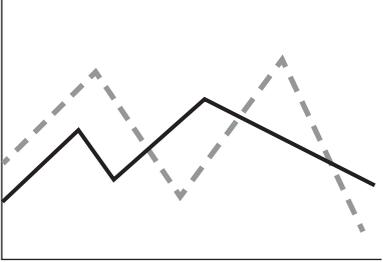
It is crucial that you do spell correctly specific words that relate to the Early Childhood industry.

- curtain ⟶ certain
- weather ⟶ whether
- defiantly ⟶ definitely
- divers ⟶ diverse
- desert ⟶ dessert

Activity

What words do you find tricky to spell correctly? Check their spelling and list below for handy reference when you are editing your work.

..   . .
..   . .

Using visuals

Permission needs to be sought before using photographs of children in your Investigation. Refer to your schools' policy in seeking permission for the use and release of photographs. Graphs are important tools to illustrate a point of view or as valuable evidence. To utilise these effectively it is important that they are placed in context, numbered and labelled. These visuals need to be referred in the text by a lead-in sentence that links to the visual and relevance to the discussion. After the visual there should be a lead-out sentence that concludes the point being made or links the discussion to the next point.

If you are unsure about placement, look at a variety of texts to see the use of data, photos and other images and observe how they are positioned to illustrate or support a point. The more effective visuals are those that are used in context and labelled clearly for the reader.

How to present primary data

The key findings of your primary data need to be used within the body of your investigation. Do not put your data at the end or in an appendix at the end of your investigation. This means that you must make use of relevant quotes from primary research such as surveys or interviews and include all relevant graphs, photos or observations. You need to think about your results – how do they compare to your secondary data? What are the implications?

Survey or observational data

You can place your results into tables or graphs. If you graph your results you may either use a computer program such as Microsoft Excel or you can hand draw them. There are certain aspects to be aware of when presenting primary data in tables and graphs.

Tables:

- label each table as Table 1, Table 2, etc.
- give it a relevant title
- place it in the paragraph in which you are referring to the data.

Graphs, photographs, figures, diagrams:

- label your graphs and figures as Figure 1, Figure 2, etc.
- give each a relevant title
- do not use four shades of grey that are too difficult to read. If you do not have access to a colour printer, then hand colour in the graph to make it easier to read
- have an appropriate key and label each axis
- place it in the paragraph in which you refer to the data
- if you are using any visual material from another source, you must reference the material.

For both tables and figures, you need to refer to them within the body of the text. Make sure you refer to them further and not just put them into the body without any explanation.

Sometimes it might not be relevant to use each survey question. Try to avoid spending the whole body of the investigation going through each of the survey questions, one by one. Remember you need to analyse your information.

Displaying statistical data from surveys

Tables, pie graphs, line graphs and bar charts can be used to display your data.

Choose the best way to show your data.

Type of display	Best used to show	Example
	Resemblance to a pie that has been sliced. Segments and their sizes.	
	Shows a comparison of data on the one graph.	
	Shows a comparison of data on the one graph (similar to horizontal bar graphs).	
	Lines are used to compare data with another variable.	

Tips for using graphs and tables

- Make sure that you understand the purpose of each graph or table (visual) that you add to your Investigation and refer to each in your work.
- Choose the graph design that will make your message stand out.
- Position the graph onto your page in a way that allows enough room to print all labels horizontally.
- Print all graph labels using full titles.
- If you choose to use tables, use block, larger font or colour to focus attention on the most important information.
- Explain your data showing your skills in critical analysis and evaluation.

IMPORTANT

Label all graphs, tables, figures, etc. Refer to the graph or table within your text.
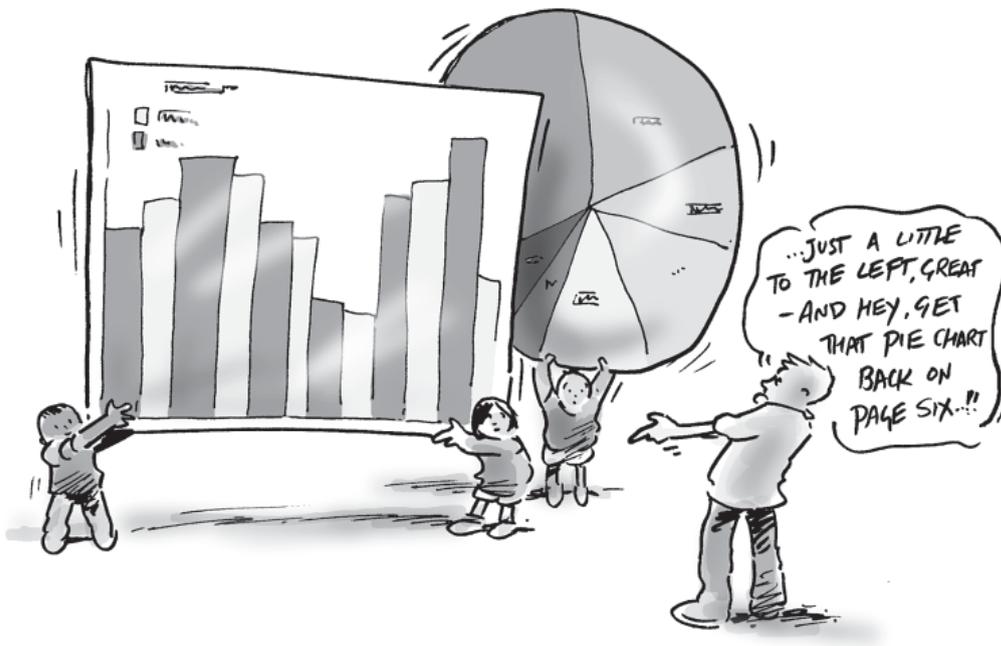
How to write the conclusion of the Investigation

The conclusion of your Investigation needs to be longer than one paragraph, as it needs to address certain things as discussed below. One recommendation is to aim for at least 300 words. It needs to be strong, as this is the last thing the marker will read.

The conclusion needs to be a summary of your analysis and draw relevant conclusions. It is a key area for you to address the specific feature E4 of the assessment design criteria – Evaluation of contemporary trends and/or issues related to the food and hospitality industry.

In the opening paragraph you will need to:

* make reference to key words or concepts that were identified in the introduction to create the final picture for the reader
* state clearly the research question or hypothesis that you have investigated in the investigation.

You should briefly summarise the main findings of each of the focus questions. A good idea is to see if you can give a one sentence summary of the overall main points of each focus question. Address and analyse key aspects of the issue to demonstrate your knowledge and a deep understanding of the issue.

In the conclusion you need to **suggest whether you have supported your hypothesis or answered your research question.** It does not matter if you have not supported your hypothesis. You do not get penalised if you do not support your hypothesis. Likewise, you do not get penalised if you have mixed results, with some evidence for and some evidence against. You may consider whether your research has left any areas unanswered

What your conclusion needs to do is to present your information and analyse what you have. Then in the conclusion look at this analysis and work out whether you have supported it or not.

Stated simply, your conclusion:

* summarises your information
* analyses key aspects of the issue
* indicates whether you have supported or not supported your hypothesis (or answered your research question).
* Consider whether there are any areas for further research

Try to avoid the phrase 'proved my hypothesis'. Chances are you have not proved it, but you have discovered evidence that has supported it.

Do not just repeat everything you found out or everything you mentioned within the body. You are explaining what the **main findings** were, not repeating information.

Limitations are not statements about whether you were disorganised or slack. They are limitations about your actual investigation, such as your survey size (was it too small?) or limitations about reaching definitive conclusions.

Apparent **trends** of your issue need be mentioned. For instance, what is going to happen in the future? Will this issue be resolved? Will it become worse? Will it affect more people?

It is important to analyse in your conclusion. One way to do this is to come back to the idea of looking at your question through the eyes of the key stakeholders.

The conclusion is the for you to have the final say on the issue raised in your work and to create a final positive impression for the reader.

An example of an opening paragraph:

> Risk taking in outdoor play is beneficial to a young child, but social and environmental factors influence the ability to participate in outdoor activities. Risk taking is viewed positively for cognitive development but negatively for physical development as it is considered dangerous.

Activity

Write the opening paragraph (of your conclusion):

Your next task will be to summarise the content discussed and to demonstrate the importance of your ideas. This is where you draw together the discussion in relation to the focus questions posed in your investigation.

Some questions to think about when developing your response are:

- What were the key points that were raised in each of the focus questions?
- What valid comment can you make about the points raised in the investigation?

Things to avoid:

- Never introduce new material into the conclusion.
- Do not include evidence that should have been included in the body of the investigation.
- Never add emotional comments, as this is a piece of analytical writing.
- Limit the use of such lead-in comments as 'In conclusion' and 'In summary' in writing your conclusion.

Consider the four focus questions posed in the investigation:

1. What is the current status of outdoor play?

2. How does outdoor play influence learning and development?

3. What risk taking opportunities are provided by outdoor play?

4. How does society view or manage risk taking?

The following is an example addressing each of the focus questions:

Children are being offered limited opportunities to engage in outdoor play due to parental fears, limited playing space at home and safety concerns of injury and lack of supervision.

Outdoor play does influence learning and development of a young child through the development of new skills such as balance and coordination and being able to make valid judgements regarding their actions and outcomes.

Risk taking opportunities provided by outdoor play include problem solving, developing social competencies and the opportunity to test their limbs both physically, intellectually and socially. This reults in children gaining mastery in skills such as locomotion and self-confidence in their ability, resilience and self-belief.

Society views mental risk-taking challenges positively as children develop strategies for persistence. However, physical risk taking is viewed as dangerous and is often not encouraged or restricted in the type of outdoor activities undertaken. It is evident that depriving a child of outdoor play has a more profound effect on boys, rather than girls.

Activity

Write paragraphs for each of your focus questions:

Let's see how the conclusion is all packaged together:

> Risk taking in outdoor play is beneficial to a young child, but social and environmental factors influence the ability to participate in outdoor activities. Risk taking is viewed positively for cognitive development but negatively for physical development as it is considered dangerous.

> Children are being offered limited opportunities to engage in outdoor play due to parental fears, limited playing space at home and safety concerns of injury and lack of supervision.

> Outdoor play does influence learning and development of a young child through the development of new skills such as balance and coordination and being able to make valid judgements regarding their actions and outcomes.

> Risk taking opportunities provided by outdoor play include problem solving, developing social competencies and the opportunity to test their limits both physically, intellectually and socially. This results in children gaining mastery in skills such as locomotion and self-confidence in their ability, resilience and self-belief.

> Society views mental risk-taking challenges positively as children develop strategies for persistence. However, physical risk taking is viewed as dangerous and is often not encouraged or restricted in the type of outdoor activities undertaken. It is evident that depriving a child of outdoor play has a more profound effect on boys, rather than girls.

203 words

A final paragraph may reflect on the investigative process, but remember it needs to be about what you found out, not what you did. You may wish to add a personal evaluation.

Use this page to begin to draft your conclusion. Use the headings as a guide.

Explanation of the extent to which the findings support or fail to support the hypothesis.

Comment on the significance of the main findings.

Explanation of trends, similarities and differences in the findings. What relevant conclusions can you draw?

Reference list

Your reference list is the last page of your work. You will need to include details of any source you used in your final version of your investigation. Make sure you include both primary and secondary sources. One suggestion is to write the details of your primary sources first. In this way the primary sources you used are obvious to the markers.

For the **primary sources** make sure you include the dates when you interviewed, whom you interviewed and their 'position'.

For the **secondary sources** you will need to include all the details of your sources from the tables on pages 48-50. You need to list them in **alphabetical order** based on the author's surname or the organisation.

If the reference has no author, then it should be listed alphabetically according to the title. (Make sure you think that this reference is worthwhile having, as having no author might indicate an unreliable source.)

If you have more than one reference by the same author, then place them on the list in order of publication date.

There are many sources that show you how to write a reference list. One example is on the SACE Board website.

Reference list example

The following example presents a set of references in table format so that you can make clear links between the style of evidence and format of referencing. However, in the final version of your work, the reference list needs to be reformatted as shown.

Book	Weihen, L. 2001, 'Exploring Early Childhood', Heinemann, Australia.
Newspaper	Wilkinson, S. 2008, 'Dare to be Different', The Advertiser, 26 March, p. 3.
Magazine	Plane, T. 2008, 'Dining Deligiosa', Sumptuous, April/May, p. 27.
Interview	Rudd, K., Prime Minister of Australia, 2007, 'Australia's Future', interview, 17 May, Canberra.
Internet	Lethlean, J. 2008, 'Espresso', viewed 15 April 2008, <http.www.theage.com.au/news/epicure>.

Here is the above reference list as it would appear on the last page of an Investigation. A reference list is always arranged in alphabetical order, according to the author's or editor's family name or name of the organisation responsible. Entries are not numbered and you should leave a line between each entry.

Reference list

Primary sources:

Rudd, K., Prime Minister of Australia, 2007, 'Australia's Future', interview, 17 May, Canberra.

Secondary sources:

Lethlean, J. 2008, 'Espresso', viewed 15 April 2008, <http.www.theage.com.au/news/epicure>.

McLean, J. 1995, 'Basic Principles of Catering and Hospitality', Jacaranda.

Plane, T. 2008, 'Dining Deligiosa', *Sumptuous*, April/May, p. 27.

Weihen, L. 2001, 'Exploring Early Childhood', Heinemann, Australia.

Wilkinson, S. 2008, 'Dare to be Different', *The Advertiser*, 26 March, p. 3.

Language in the Investigation

It is desirable that you use language which is inclusive and non-judgmental.

Submit a draft and refine your final investigation based on the feedback.

Presentation

Your investigation needs to be presented very simply. It needs to:

- be on standard white A4 paper
- have the SACE Board issued cover sheet on the front (see example on page 92)
- be stapled in the top left-hand corner
- not be put into a folder
- have each page numbered
- have your SACE registration number on each page (right-hand side header).

Do not write your name, school or teacher's name on any of the pages.

Your investigation may be hand-written or word-processed.

If you are word-processing your Investigation make sure you use a font that can be easily read, for example, 'size 12' Times New Roman or Arial fonts. If you are handwriting, make sure your writing is neat and legible.

Over the word count?

Be careful that you do not go over the word count as the marker will stop reading at 2000 words. You will need to sign the verification sheet that your work is under 2000 words and your teacher may request an electronic copy to verify your word count. You will also need to place a word-count on the cover sheet.

If your work is too long, then read it through and cross out any sentences that do not relate back to your hypothesis/research question. Look for any irrelevant information or repetition.

A sample of the SACE Board generic cover sheet for 2011 is shown below.

Stage 2 Child Studies – 2016

External Assessment Cover Sheet
Assessment Type 3: Investigation

SACE Registration Number:

Topic_____

_____

_____**word count** _____

This **investigation** is assessed using the following specific features:

Investigation and Critical Analysis	Evaluation
ICA1	E4
ICA2	
ICA3	

SECTION CHECKPOINT

Have you:

- [ ] drafted the introduction?
- [ ] drafted the body?
- [ ] drafted the conclusion?
- [ ] written your reference list?
- [ ] shown a draft to your teacher?
- [ ] completed the time management checklist on page 4?
- [ ] kept a draft of your work?

SECTION

7

Final checklists

Final investigation checklist

- [ ] Investigation is under 2000 words for a 20-credit subject, or 1000 words for a 10-credit subject
- [ ] Attached SACE Board front cover
- [ ] Included the word-count
- [ ] Used white standard A4 paper
- [ ] Stapled top left-hand corner
- [ ] Each page numbered
- [ ] Each page has your SACE registration number on it
- [ ] Used a clear, easy to read font
- [ ] Labelled all images, tables, graphs you used
- [ ] Included all relevant sections
- [ ] Checked investigation against marking criteria
- [ ] Spelling and grammar check
- [ ] Referenced appropriately
- [ ] Attached a reference list

Verification sheet checklist

- [ ] Has your teacher signed the verification sheet?
- [ ] Have you signed the verification sheet?