

SACE TWO
**FOOD AND
HOSPITALITY**

WORKBOOK
THIRD EDITION

**HOW TO WRITE AN
EFFECTIVE INVESTIGATION**
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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 33)
- 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.

Section 1 – Time management	1
Time management checklist	2
Section 2 – Introduction to the Investigation	4
What is the Food and Hospitality Investigation?	4
The procedures involved in preparing an Investigation	5
Verification of own work	5
SACE word-count policy	7
Student research policy	7
Keys to doing well	8
Assessment design criteria and specific features	9
Investigation and critical analysis	9
Evaluation	9
How the Investigation is assessed	9
Performance standards	11
Advice before starting your Investigation	12
Section checkpoint	12
Section 3 – Getting started	13
Background research	13
Choosing an issue	14
Choosing an issue...one step at a time!	15
Where else can you find an issue?	19
Formulating a hypothesis or research question	27
Focusing questions	29
Section checkpoint	31
Section 4 – Researching your contemporary issue	32
Sources of information	32
Primary sources	33
Collecting data	35
Surveys and questionnaires	36
Planning survey questions	36
Interviews	40
Secondary sources	42
Referencing	44
Harvard or in-text referencing	45
Footnoting	46
Reference list	47
Section checkpoint	47

Section 5 – Analysis and evaluation	48
Sorting through your information	48
Analysing your information	52
Bias	57
Evaluating	58
Review your information before writing	60
Section checkpoint	61
Section 6 – Writing the Investigation	62
Structure of the Investigation	63
Drafting	64
How to write the introduction	64
How to write the body of the Investigation	71
How to present primary data	74
Survey or observational data	74
How to write the conclusion of the Investigation	77
Reference list	81
Section checkpoint	84
Section 7 – Final checklists	85
Final investigation checklist	85
Verification sheet checklist	85

SECTION

1

Time management

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

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

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

- researching
- sorting and analysing
- drafting and writing.

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

IMPORTANT

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

**Tip**

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

TIME MANAGEMENT CHECKLIST

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

TIME MANAGEMENT CHECKLIST

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

SECTION

2

Introduction to the Investigation

Welcome to your Food and Hospitality Investigation Guide.

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

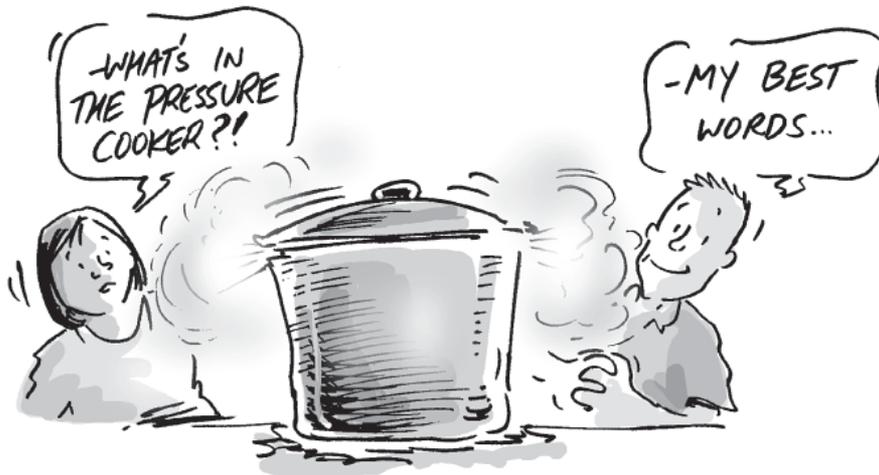
What is the Food and Hospitality Investigation?

The Investigation assessment component of the course requires you to undertake independent research into a relevant **contemporary issue** related to the food and hospitality industry. The Investigation should relate to a selected area of study from the Stage 2 Food and Hospitality Subject Outline. The contemporary issue you choose should be relevant to the Food and Hospitality Industry in Australia.

You must present your findings in a piece of writing of a maximum of 2000 words for a 20-credit subject, or a maximum of 1000 words for a 10-credit subject. This book will focus on preparing an investigation for a 20-credit subject, only the word count differs for a 10-credit subject.

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

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



The procedures involved in preparing an Investigation

In undertaking the investigation, students:

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

Source: Stage 2 Food and Hospitality 2016 Subject Outline.

IMPORTANT

Students and teachers are advised to check the current Food and Hospitality Subject Outline on the SACE Board of South Australia website for any changes to the Investigation.

Verification of own work

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

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

Supervision and Verification — 2016 Student Record Sheet

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

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

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

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

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

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

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

Signature of student Date:

Signature of teacher.....

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 food and hospitality industry
- 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 food and hospitality industry.

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

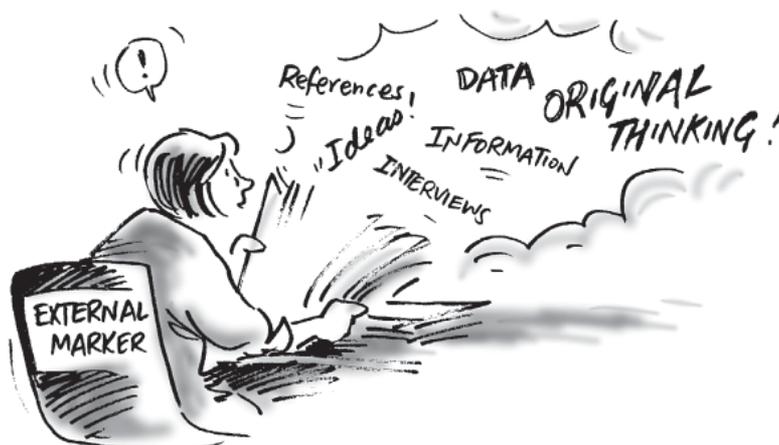
The specific features are as follows:

E4 Evaluation of contemporary trends and/or issues related to the food and hospitality industry.

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

Source: Stage 2 Food and Hospitality Studies 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?
-

SECTION

3

Getting started

Background research

Your Investigation needs to be based on a contemporary issue in the Food and Hospitality industry. Activities are included below to develop your knowledge of the contemporary Food and Hospitality scene in Australia.

Activity**Developing knowledge**

To develop knowledge and understanding of the Food and Hospitality industry research and complete the following questions to share in class:

1. Identify the sectors of the Australian Food and Hospitality industry.

..

..

..

2. Who are key stakeholders in the Food and Hospitality industry?

..

..

..

3. Identify three key professional associations, such as employer or employee groups that represent the interests of each group.

..

..

..

4. What are the contributions of the Food and Hospitality industry to the Australian economy.

..

..

..

5. Identify two legislative acts that underpin work practice in the Food and Hospitality industry.

..

..

..

Activity

Choosing an issue

Your Investigation must be based on a **contemporary issue that relates** to an area of study from the Food and Hospitality Subject Outline.

An issue can be defined as: a topic that generates discussion from different perspectives, and about which people have 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 Food and Hospitality industry today. You will also find it much easier to find information about a current issue!

It is important that you can approach primary sources of information regarding your topic. This means you need to consider what sources 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.

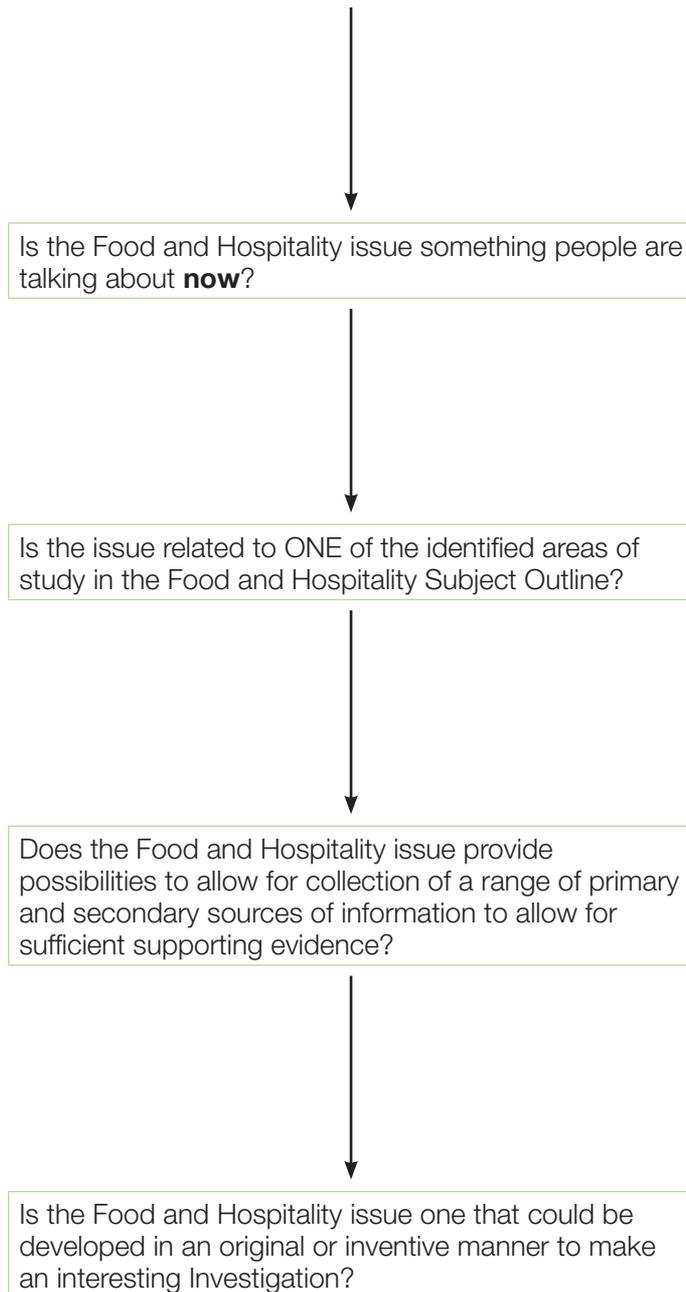
When choosing an issue, consider:

- 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 in Food and Hospitality, to ask if it is an issue for them or for their business.
- 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 Food and Hospitality?
- 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.

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



Activity

Food and Hospitality Studies Areas of Study	Potential Topics to Develop
Contemporary and future issues	<p>An issue linked to this area could relate to:</p> <ul style="list-style-type: none"> • particular features/ emerging markets related to local and regional food and hospitality operations • the impact of local, national and global trends on the Australian food and hospitality industry • the effects of the availability and selection of food suppliers within the food and hospitality industry • current trends in food production and consumption within the food and hospitality industry • the impact of sustainable practices or globalisation on the food and hospitality industry • contemporary responses of the food and hospitality industry to changing eating patterns and nutritional knowledge of customers • effects of globalisation on the food and hospitality industry e.g. global expansion of Starbucks • the impact of improving food service management, cost control, ordering, stock control and recipe management on operations within the food and hospitality industry • contemporary responses of the food and hospitality industry to meet social change e.g. smoke-free outdoor dining, food allergies of customers.
Economic and environmental influences	<p>An issue linked to this area could relate to:</p> <ul style="list-style-type: none"> • influences of changing economic and/or environmental patterns and trends on the food and hospitality industry • the contribution of the food and hospitality industry to local and national economies • the impact of community health initiatives on the food and hospitality industry • the importance and role of safe management practices within the food and hospitality industry • contemporary marketing strategies within the food and hospitality industry • developing and maintaining a place in the food and hospitality market • effects of greening strategies and/or sustainable practices on the food and hospitality industry.
Political and legal influences	<p>An issue linked to this area could relate to:</p> <ul style="list-style-type: none"> • how workplace culture and work conditions affect operations within the food and hospitality industry • the rights and responsibilities of employees, employers, customers, suppliers and unions within the food and hospitality industry • the impact of local council laws, state and national laws on food and hospitality business operations • influence of relevant legislation, including licensing, related to food production, food storage, distribution, service and contamination of food

Activity

Electronic searches using key words or ideas from the Food and Hospitality Area of Study list on pages 16-17 offer another excellent way of sourcing information.

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

Add them below:

Key words	Date site visited	Internet sites
Contemporary and future issues: <ul style="list-style-type: none"> • skill shortage • food trends • healthy food trends on menus • chef's philosophies 		
Economic and environmental influences: <ul style="list-style-type: none"> • greening factors • sustainability practices – fishing • food miles • viability of the market place 		
Political and legal influences: <ul style="list-style-type: none"> • safe food • workplace practices 		
Socio-cultural influences: <ul style="list-style-type: none"> • global cultural influences • cuisine influences on Australian food scene 		
Technological influences: <ul style="list-style-type: none"> • food blogs/social networks • technological wizardry in the food and hospitality industry 		

Now, from your initial research, record possible Food and Hospitality 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	

Where else can you find an issue?

To develop your understanding of an issue you will need to view or listen to a range of ideas that are currently being discussed in the Food and Hospitality industry.

The activities on pages 23, 24 and 25 require you to review a media article that relates to the Food and Hospitality industry and develop an awareness of the range of issues that can have an impact on this industry.

Please read thoroughly the article which follows.

Hill of Grace, Adelaide Oval: restaurant review

John Lethlean, *The Australian*, 12:00am February 20, 2016



TWAM 20 Feb 2016

So, here's the thing I like about Hill of Grace: watching the Twenty20 cricket team train on the Adelaide Oval at sunset with a glass of Pewsey Vale in hand. And here are the things I don't mind about this restaurant, which looks and acts like a business incubated in a catering company boardroom (and feels like a day out in a corporate box at the stadium, which is pretty much what it is): reasonable wine prices, including the excellent Deviation Road Loftia sparkler at \$14 a glass; an *amuse-bouche* of fresh oyster, fingerlime and lemon foam; a small dish of baby marron with an aromatic Asian broth and citrus gel.

And now for the things I *don't* like about a restaurant named for Australia's second most famous red wine, the association with which the Henschke family really should have a good hard think about...

Let's start with the dining room: bland, lifeless, beige-on-beige, with monitors projecting images of the rustic Henschke winery. It's like the function room your sister was married in 16 years ago. The greeting is perfunctory, a clue to the service to come: myriad waiters assigned to each table, some of whom care, others who show little intuition in relation to their craft (lingering empty plates and glasses, four waiters idling at the pass, glass and cutlery dropped on tiled floors...)

No suggestion of a glass of red with our (lacklustre) meat courses, or something sweeter with dessert. No sommelier on duty ("A few of us here know a bit about wine – I'll ask someone about the riesling for you"). Let's not forget the restaurant's name.

The nexus between Adelaide Oval's huge catering division and this dining room is so transparent: uniforms with the restaurant's name embroidered on the chest and "Audi Stadium Club" across the shoulders. Food-service dinner rolls with hard, biscuity crusts; too-soft butter, on the

turn; dated crockery/cutlery; cheap, synthetic napery. Contracts get in the way of hospitality, conflicting with the local-hero ethos. So there's Coca-Cola Amatil water and beer from a Japanese multinational. What about Adelaide's iconic brewer?

The kitchen fuses Filipino food traditions with a contemporary, if unnecessarily complex approach. Indigenous Australian ingredients are everywhere. Some of it is fine – *sinigang*, a sour Filipino soup here made with native lemongrass, marron and radishes, works well enough, if you discount undercooked shallot – but the brown, mucoid gloop that passes for a pig liver sauce smothering duck sausage and shimeji mushrooms is not. Neither is too-rare kangaroo used in *kare kare*, a slow-cooked Filipino stew enriched with peanut butter, in this case distinguished by raw, harsh spice. It's just not a pleasure to eat.

Dark chocolate ganache tart is fine, too, but I'm not sure about the native pepper berry, and certainly not in an ice cream with all sorts of little wafers and meringue batons for architectural complexity.

The menu uses a lot of Filipino vocabulary which, for most of us, raises questions. (Why not a glossary of terms such as *longanisa*, *inasal* and *ginataan*?) Despite a verbal from a waiter on local produce, the menu includes just one fish dish, farmed rainbow trout. The cheese board consists of three cow's milk cheeses; it's all moo, no bleat. And did I mention the \$15 sides? This is an expensive joint, in the same \$ bracket as, say, Melbourne's Dinner by Heston or Sydney's Bennelong, and you are not even farewelled at the door.

I'm not sure the world is ready for this particular fusion just yet. HoG occupies some kind of sad, ill-informed contemporary fine dining void; it's like the rest of the restaurant world doesn't exist. I'm trying hard to think of someone I'd recommended it to. I just can't.

Address: Adelaide Oval, Adelaide

Phone: (08) 8205 4777

Web: adelaideoval.com.au

Hours: Lunch Fri; dinner Tue-Sat

Typical prices: Lunch \$85/\$105; dinner \$105 à la carte; eight-course degustation \$175, plus wine \$295

Summary: Out for a duck

Stars out of five: 0

<http://www.theaustralian.com.au/life/food-wine/restaurants/hill-of-grace-adelaide-oval-restaurant-review/news-story/5349ebb200ac7623fdc2395aef041eb8>

Activity

After reading the article “Hill of Grace, Adelaide Oval “Restaurant Review, complete the following questions. Also note this is an example of a Primary Source of information as the author is writing based on their dining experience.

1. Name the author of the following article: Hill of Grace, Adelaide Oval Restaurant Review, publisher, date of the article?

..

2. Who is John Lethlean?

..

3. What style of language did the restaurant reviewer use to describe the food, décor and atmosphere?

..

4. How did the restaurant reviewer make his judgment?

..

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

..

6. Who is the intended audience for this restaurant review?

..

7. What was your reaction to reading the article?

..

8. How do you feel that this restaurant review could impact on the Hill of Grace?

..

9. Identify and list the key issues of the Hill of Grace, Adelaide Oval Restaurant Review article and the Area of Study that the issues link to.

..

Adelaide Oval's fine dining restaurant Hill of Grace savaged by The Australian food critic John Lethlean

Brad Crouch, The Advertiser, February 20, 2016 10:11pm

OPERATORS of Adelaide Oval's fine dining Hill of Grace Restaurant have called in the lawyers after one of the nation's leading food critics labelled the food "mucoid gloop".

The Weekend Australian's food critic John Lethlean gave the restaurant zero stars, saying he could not think of anyone to recommend it to and summed it up as "out for a duck".

The sledging went further on social media where he posted: "Hill of Disgrace: HoG occupies some kind of sad, ill-informed contemporary fine dining void; it's like the restaurant world doesn't exist. I'm trying hard to think of someone I'd recommend it to. I just can't. #nostars."

Stadium Management Authority chief executive Andrew Daniels told the Sunday Mail the authority was planning legal action.

"We are consulting with our lawyers over the remarks Lethlean has made in relation to defamation — he has gone way beyond objective criticism," Mr Daniels said.

"I think this review is so negative, so bad as to lack any credibility — I have never in my entire career read a review like it.

"We have had many other reviews to almost universal acclaim and have had thousands of satisfied customers. I question his motives in writing this and then carrying on with childish comments on social media.

"This overly negative, critical article clearly indicates the reviewer has his own agenda."

Mr Lethlean's devastating one-star review of celebrated chef Cheong Liew's The Grange in 2008 helped trigger its closure.

His panning of Hill of Grace Restaurant is unlikely to boost demand for its offerings which include an eight-course degustation menu with matching wine for \$295.

So, here's the thing I like about Hill of Grace: watching the Twenty20 cricket team train on the Adelaide Oval at sunset with a glass of Pewsey Vale in hand. And here are the things I don't mind...

"Brown, mucoid gloop that passes for a pig liver sauce smothering duck sausage" was the tone of his review of the expensive restaurant overlooking the Oval.



"Bland, lifeless, beige-on-beige ... it's like the function room your sister was married in 16 years ago," is his description of the decor.

"Lingering empty plates and glasses, four waiters idling at the pass, glass and cutlery dropped on tiled floors" is his take on the service — and he was highly annoyed not to be farewelled on departure.

Even more so that a restaurant named in honour of the nation's second most famous red wine did not have a sommelier to tell him what dessert wine to drink.

"No sommelier on duty ("A few of us here know a bit about wine — I'll ask someone about the riesling for you,") he sniffed about waiting staff in his full page review in the national newspaper's food and wine section.

He didn't like the cheese selection, the lack of Cooper's beer, the \$15 sides, the single fish choice, the hard bread roll, the soft butter, the "dated" crockery/cutlery, the "cheap synthetic napery", the Filipino dishes without subtitles or the "undercooked shallot".

He did like the view of the Oval while drinking a glass of Pewsey Vale at sunset, in a restaurant "which looks and acts like a business incubated in a catering company boardroom and feels like a day out in a corporate box at the stadium, which is pretty much what it is".

Tourism Minister Leon Bignell said he had dined twice at Hill of Grace Restaurant and found it

excellent, and he respected Mr Lethlean's past reviews.

"He must have had a bad night," he said.

Restaurant and Catering Australia deputy chief executive Sally Neville declined to comment directly on the review, saying: "Adelaide's food scene is more exciting than it has ever been."

The Advertiser food editor Simon Wilkinson reviewed the restaurant in 2014 and gave it

73/100, noting: "It feels at times like a scruffy kid squeezed into a tuxedo."

A 2003 review of Sydney restaurant Coco Roco published in the Sydney Morning Herald resulted in more than \$600,000 in damages and interest being awarded, while a 1984 review by Leo Schofield of Sydney restaurant Blue Angel published in the same newspaper saw more than \$100,000 in damages and interest awarded.

HILL OF GRACE PRICES AND DISHES

Degustation

Friday lunch only three-course \$85pp

Four-course \$105pp

Eight-course degustation \$175pp

Eight-course degustation with wines \$295pp

Starters

Filipino BBQ chicken tails & leather-jacket cheeks, quince puree, sea urchin emulsion, salmon roe, desert limes

Ginataan quail, native succulents, salt bush

Kinilaw lobster, ginger, shallots, soy & cane vinegar, sweet red chili cracker

Entree

Roasted heirloom carrots, carrot mousse, carrot gel, goats curd, carrot jam, black dirt

Betamax, chocolate custard, shaved chocolate, bacon juice, crispy speck

Sinigang, Spencer Gulf prawns, native lemongrass, radish, rainforest cherry, native tamarind

Mains

Smoked rainbow trout, tinapa, crab, barley, fennel, sea parsley

Inasal duck, mushrooms, pork liver sauce

Kare Kare, kangaroo tail, okra, eggplant, greens, squid bagoong, peanut shards

Desserts

Caramel, vanilla & pineapple, camembert cheese, pickled podded radish

Tres leche cake, kumquat marmalade, calamansi curd, calamansi sorbet, crunchy mandarin

Deep, dark chocolate tart, native pepper berry ice-cream, mascarpone & salted caramel ice-cream

<http://www.adelaidenow.com.au/news/south-australia/adelaide-ovals-fine-dining-restaurant-hill-of-grace-saved-by-the-australian-food-critic-john-lethlean/news-story/00da12f6295e8a1c62b4d4713f8e29d3>

Activity

After reading the media article, complete the following questions. This is an example of **Secondary Source** of information where the writer has analysed information from the restaurant review but has sought feedback from a range of people in regard to the restaurant review of the Hill of Grace.

1. Name the author of the article, publisher, and date of the article?

..

..

..

2. Why would the Advertiser magazine assign a reporter to research and write an article on the Hill of Grace restaurant review?

..

..

..

3. Identify and name the people, including their position who were referred or featured in a photo in the article:

..

..

..

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

..

..

..

5. Would you consider the people referred to in the article as a reliable source of information?

..

..

..

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

..

..

..

7. Identify and list the key issues raised and discussed in this article and the Area of Study that the issues link to.

..

..

..

Activity

This is another example of **Secondary Source** of information relating to the restaurant review. View this article online: <http://www.dailymail.co.uk/news/article-3455771/Mucoid-gloop-Hill-Grace-restaurant-calls-lawyers-zero-star-review-food-critic.html> and complete the following questions:

1. Why would the Daily Mail be commenting on a restaurant review in Australia? What is the significance of the Daily Mail featuring this article in their publication?

..

2. Comment on the use of the photographs and social media in this media article to support the line of discussion in the media article.

..

3. Comment on the use of the photographs and social media in this media article to support the line of discussion in the media article.

..

4. How would the reading of this article impact on potential diners to the Hill of Grace?

..

5. How does the Daily Mail article differ from the Advertiser article which were both discussing the restaurant review of the Hill of Grace by John Lethlean?

..

6. Where would you, as a potential diner of any eating establishment, be able to source information, other than from a food critic or reviewer?

..

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	Proposed Research Question / Hypothesis
e.g. The food reviewer awarding a zero rating for the dining experience	Contemporary and Future issues	The issue of a negative review – raise issues about the role of the food reviewer in the social media savvy society – impact on the named establishment and potential diners	The food critic, the food establishment and the diner – are they all dancing to the same tune?

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: Food reviewers and their role in the food scene

Area of Study: Contemporary and Future issues

Hypothesis: A food review is it a point of concern or jubilation for a food establishment.

Research Question: To what extent do food reviewers influence today's food scene?

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 Food and Hospitality Subject outline and identify the Area of Study that relates to your issue.

.. .. .

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.

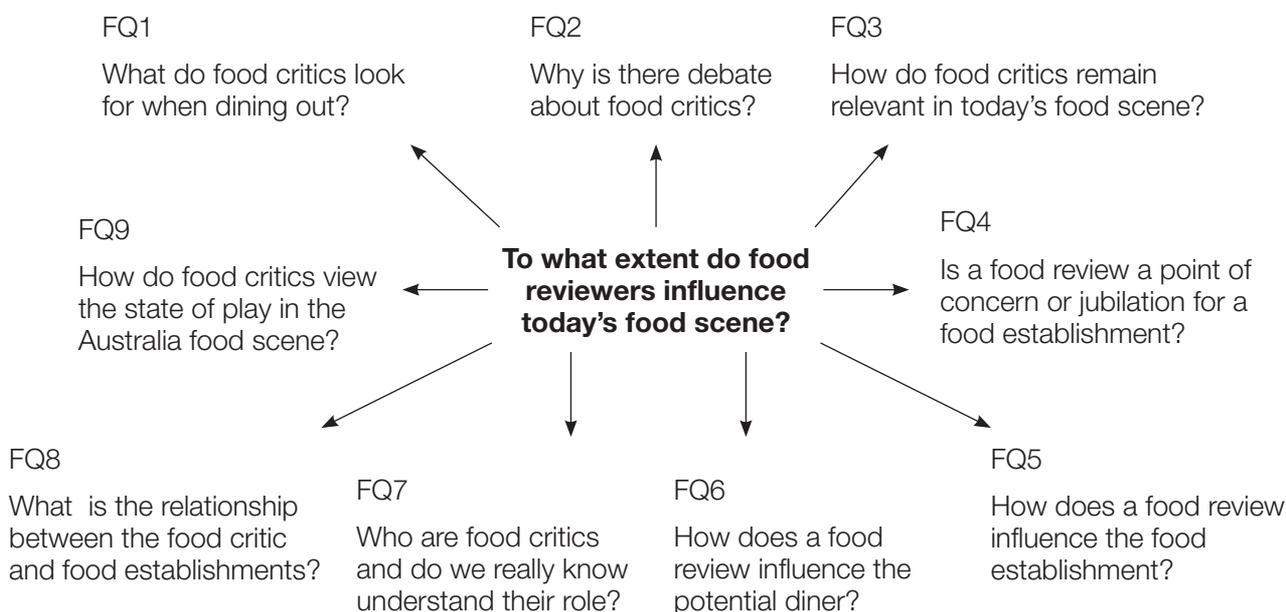
Tips

- 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.



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)

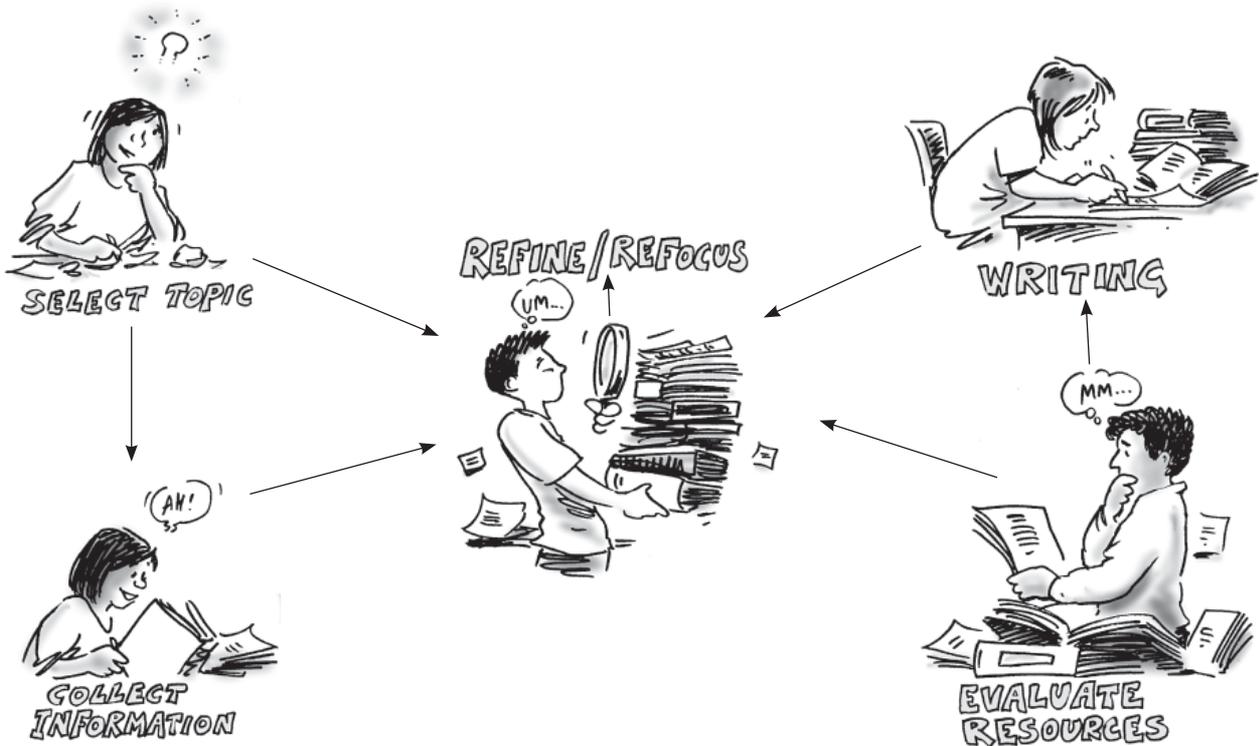
Area of Study:

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

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)



SECTION

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 Food and Hospitality business perspective, from a customer 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. Magazines or food industry journals are also an excellent source of information on contemporary issues.



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 what happened at the time. Primary sources may be unpublished.”

Information from primary sources is information you get directly from observations, interviews, menus, emails and letters or surveys you have done. Primary data should form the basis for your Investigation, using 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
- food and Hospitality staff
- universities or TAFE institutions – contact details from web or yellow pages
- experts – sourced from newspaper or other media articles or other primary contacts
- personal involvement in the food and hospitality industry through a paid position which may include working in your family business

It is strongly recommended to refer to the SACE website: Primary and Secondary Sources.

Primary Contacts

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

Customers	Seek opinions from customers if relevant. It may be appropriate to include age range to collect a demographic picture in relation to your topic
Managers/Owners	Identify establishment – experience in the industry
Staff	Identify establishment, position, employment – permanent or casual, experience
Union	Australian Liquor, Hospitality and Miscellaneous Workers' Union
Professional Association	Australia Hotel Association – restaurant and catering – both at National and State level
Government	Federal – Federal Ministers; State – State Ministers; Local – Environmental Health Officer
Training Providers	TAFE, e.g. Regency Park and Adelaide; Le Cordon Bleu; Swiss Hotel Association; Private providers
Media	Food and Wine editors and writers from a variety of print and electronic sources Food critics; food bloggers; television cooking show celebrities

Activity

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

.. .. .

.. .. .

.. .. .

Remember that it can take time to get information back from Food and Hospitality businesses. 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
<p>Observations:</p> <p>Where and for what purpose?</p> <p>What methods of recording will be used?</p>	
<p>Interviews:</p> <p>Which experts, agencies or people?</p> <p>How many interviews will be needed and why?</p> <p>How will the information be recorded and used?</p>	
<p>Surveys:</p> <p>What size sample? (12-20 would be adequate)</p> <p>Which age groups?</p> <p>Both male and female?</p> <p>Use a range of question types (forced choice, rank, scale and open-ended)</p> <p>Where will surveys be conducted?</p>	
<p>Other primary data collection:</p> <p>menus</p> <p>social media</p> <p>emails, etc.</p>	

Photographs:

Acknowledge the source of your photograph and always label and insert into the investigation in context and ensure that you refer to it in your writing .

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 a search engine, 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 Food and Hospitality student (Home Economics) 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

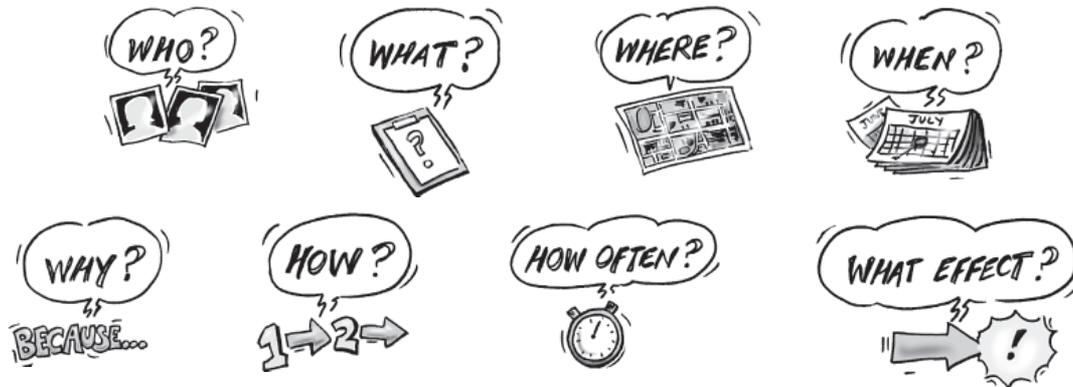
Surveys and questionnaires are a means of seeking out information in the form of facts and/or opinions on a particular issue in the Food and Hospitality industry.

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 when following-up a written response. e.g. Who is responsible for that task?
4. Questions that probe assumptions. How do you gauge customer resistance to price barriers?
5. Questions that ask for consequences and implications. What would be the consequences of changing your menu significantly due to price barriers?
6. Questions that ask for connections. How does that fit with...?
7. Questions that ask for definitions. What do you understand by the term price barrier?
8. Questions that ask for examples. What is an example of a fine dining establishment?
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

For example:

Section 1 – Prices

This section aims to find out how much consumers are prepared to pay for menu items.

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

Question 1: Would you spend over \$30 for a main course? Yes/No

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

Question 2: What is the top dollar mark that customers are prepared to pay for a main course in your establishment?

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 factors influence the incorporation of a food dish on a menu?

Question 4: Do you feel that Adelaideans are only prepared to pay a set price for food and, if so, how does this influence your operations?

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 5: How much would you be prepared to pay for a main course in a restaurant? Circle your response.

\$12 to \$15 \$16 to \$20 \$21 to \$25 \$26 to \$30 \$31 to \$35 \$36 to \$40

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

Question 6: What side dishes are you more likely to order to accompany your main course? Circle your responses.

Green salad Hand-cut potato chips Wilted greens

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 chefs or diners.

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

Statement of purpose – 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 Food and Hospitality Studies. The issue which is being explored is whether there is a price barrier in the Adelaide food scene. 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

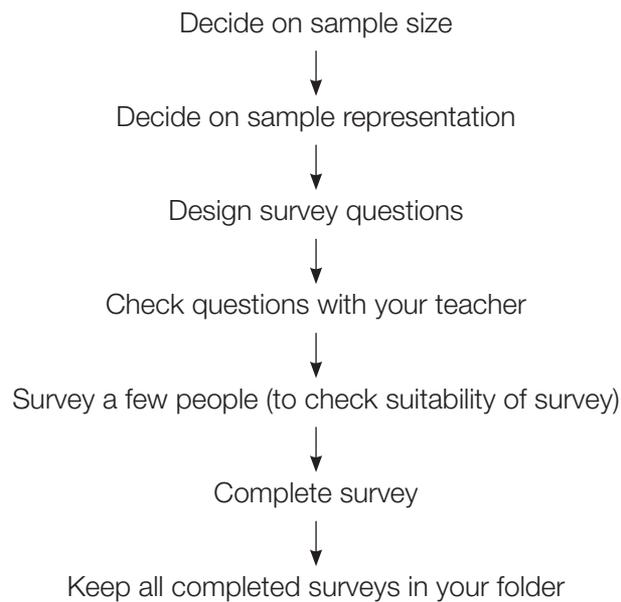
- Check that you are not asking repeatedly for the same information or opinion – this will lead to the responder becoming frustrated in answering. Also it means that you have limited the material that you will be able to collate as evidence for your Investigation. Keep questions short, direct and relevant.
- 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



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 Food and Hospitality industry 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 Food and Hospitality industry?

Followed up by:

Why are they issues for the Food and Hospitality industry?

These are excellent opening questions as they present an opportunity for the person to discuss issues, based on their perspective, that the Food and Hospitality industry are dealing with. The discussion may support your initial ideas or open up a new direction to explore in your Investigation.

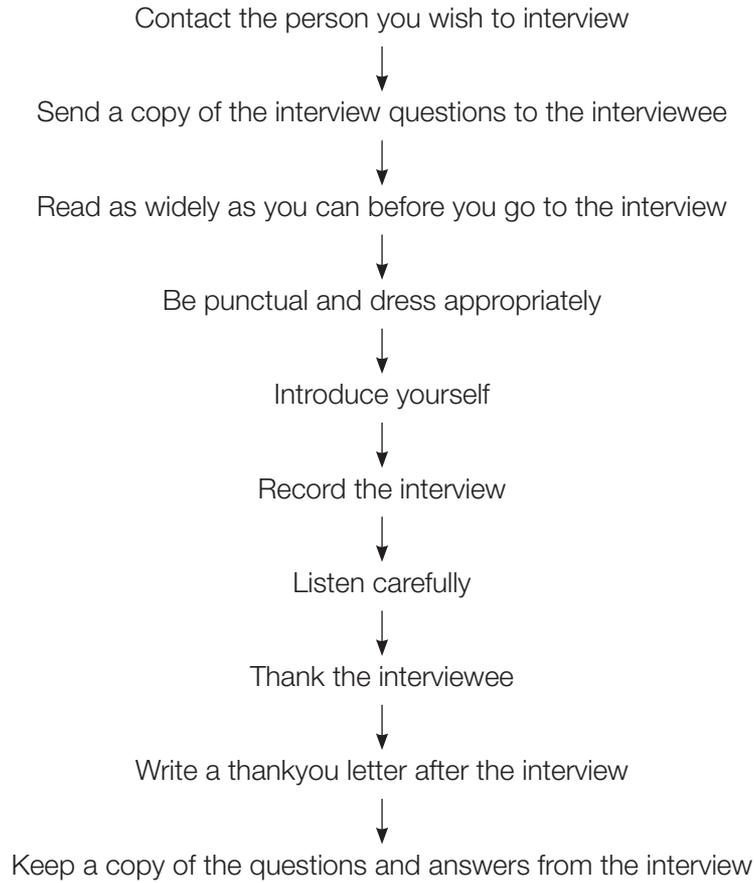
When you attend an interview it is important that you:

- 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, emails, or post on social media sites.

Interview summary flow chart



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 41.)
- Indicate:
 - Who you are – this means first name and family name
 - Where you are from – your school
 - Reason for contact – Stage 2 Food and Hospitality 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. price barrier.
- 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 date of website if referencing an online source? If possible the exact date of the article as well. Also it is recommended that you refer to the SACE Board referencing guidelines.
- 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 base, 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:

Industry journals

Food Service News
Open House
Café Culture

Newspapers and magazines

The Age – Epicure section on Tuesdays
Sydney Morning Herald – Good Living section on Tuesdays
The Advertiser
Adelaide Review
The Independent Weekly
Messenger Press
SA Life
Rip It Up
Delicious
Gourmet Traveller
Vogue Entertaining



Annual publications

Entertainment Book – lists restaurants according to different criteria and menu information
Advertiser Good Food Guide

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.

sahotels.com.au	Australian Hotels Association – S.A.
profitablehospitality.com	Profitable Hospitality
eldtrain.com.au	Eldtrain
safoodcentre.com	S.A. Food Centre
foodsouthaustralia.com.au	useful links
biasa.com.au	Baking Industry Association of S.A.
m1a.com.au	Meat and Livestock Australia
restaurantcater.asn.au	
eatlocalsa.com.au	
smh.com.au/entertainment/goodliving	Online version of The Sydney Morning Herald's Good Living Guide – good for Australia wide trends
citysearch.com.au	
eatability.com.au	
menulog.com.au	Guide to venues and menus
bestrestaurants.com.au	Online restaurant guide
restaurant.org.au	Online restaurant guide
eatanddrink.com.au	
yourrestaurants.com.au	
truelocal.com.au	
hospitalitymagazine.com.au	
foodstandards.gov.au	

There are far too many websites to mention here. Try searching yourself, using search engines such as:

- www.google.com
- www.yahoo.com

Make sure you keep printouts or write down relevant web pages so that you can access them again if you need to. You will also need this information for referencing if you do use the information for your Investigation.

There are many more resources and references out there. Speak to your teacher librarian about your topic as well.

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 investigation 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 Pearce (2007) people have the opportunity 'to experience a different culture every night by dining in these locations' (p.282). This enables them to....

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.

'Dining in "eat streets" ensures that people have the opportunity to experience a different culture every night by dining in these locations' (Pearce 2007, p.282).

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?

SECTION

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!

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

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.

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:

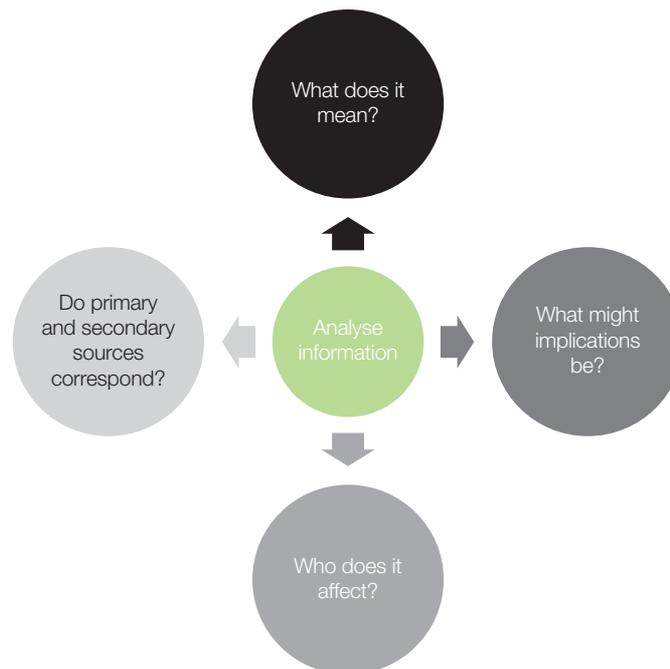
.....

..

.....

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. **You are analysing!** By examining and asking questions you are analysing why your friend thought the party was awful.

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?)

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

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

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..

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 link 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.

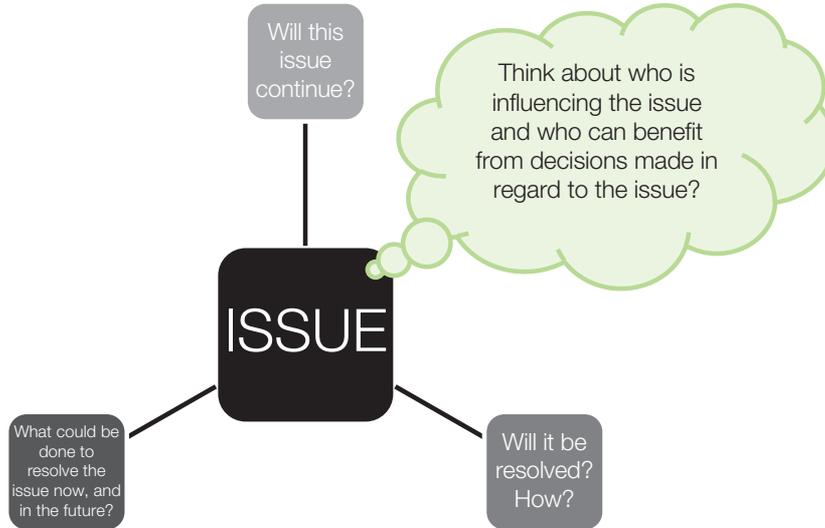
Think through:

- 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 some 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.



Activity

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

Have you 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?

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

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

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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 stake holders.

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, 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** a little or is it still suitable? 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?
-

SECTION

6

Writing the Investigation

In today's world there are many people who write for a variety of audiences about our interest in and passion for food. These articles can range from an analytical critique of a dining establishment to an informative piece on a particular food item. However, they all have 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.



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 <ul style="list-style-type: none"> • 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
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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 65-70)

Step 2 – Draft the body of the investigation (details and examples on how to write this section are on pages 71-76)

Step 3 – Draft your conclusion (details and examples found on pages 77-80)

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

Step 5 – Write your reference list (details and examples found on page 81)

Step 6 – Complete the final checklist on page 85.

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 to 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 food and hospitality industry 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:

- relevant definitions
- how your issue relates to one of the areas of study
- the focus questions

Methodology:

- the primary and secondary sources of information accessed
- your research process

Total of approximately 250 words

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 is a good idea to include a short statement about your contemporary issue as a lead into making connections with the area of study.

The following is an example of a short statement:

Adelaide dining scene is very competitive with the revitalising of the Adelaide CBD and food streets, laneways, small venue licenses and is back on the national food and hospitality agenda as a happening place. However, Adelaide diners are still discerning in paying for dining experiences in this innovative food scene.

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 study relates to the Economic and Environmental area of study, as the issue being investigated is how restaurants survive in Adelaide where consumers are only prepared to pay up to a certain price for their food.

Some examples of lead-in sentences are:

- The issue ofis relevant as it relates to the area of study
- The investigation relates to the..... area of study and connects to the issue of.....which will be investigated in the study

Activity

Write an introduction about your contemporary issue and identify the area of study that you will focus on.

.. .. .

.. .. .

.. .. .

.. .. .

.. .. .

.. .. .

.. .. .

.. .. .

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 how the pricing of a menu can influence the viability and sustainability or market share of a restaurant in the Adelaide food scene. Pricing of a menu refers to an à la carte menu for the purpose of this investigation.

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 investigation and structure your discussion.

Examples of focus questions that could underpin a investigation on market viability are:

1. What is the price barrier and its implications for the industry?
2. How does the price barrier of the Adelaide food scene influence the menu items selection?
3. What strategies do eating establishments employ to be viable in the market place?

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 run eating establishments in Adelaide and a Food and Wine writer of one of Adelaide’s food publications such as Sumptuous or The Independent. A survey will be used to seek feedback from customers who eat out regularly and those for whom it is a one-off experience. An interview also will be sought from a spokesperson of a professional industry organisation. Information will be sought from the internet, journal articles and current menu samples.

Activity

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

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

Peer feedback on student's methodology:

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Now act on the feedback provided from your peer.

Activity

Refine the methodology of the investigation:

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

Teacher feedback on the methodology of the investigation:

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Finalised version of the methodology of the investigation:

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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

Adelaide dining scene is very competitive with the revitalising of the Adelaide CBD and food streets, laneways, small venue licenses and back on the national food and hospitality agenda as a happening place. However, Adelaide diners are still discerning in paying for dining experiences in this innovative food scene.

Scope of Study

This investigation relates to the Economic and Environmental area of study, as the issue being investigated is how restaurants survive in Adelaide where consumers are only prepared to pay up to a certain price for their food.

The aim of this investigation is to determine how the pricing of a menu can influence the viability and sustainability or market share of a restaurant in the Adelaide food scene. Pricing of a menu refers to an à la carte menu for the purpose of this investigation.

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

1. What is the price barrier and its implications for the industry?
2. How does the price barrier of the Adelaide food scene influence the menu items selection?
3. What strategies do eating establishments employ to be viable in the market place?

Methodology

In the investigation the intention will be to interview at least three people who run eating establishments in Adelaide and a Food and Wine writer of one of Adelaide’s food publications such as Sumptuous or The Independent.

A survey will be used to seek feedback from customers who eat out regularly and those for whom it is a one-off experience. An interview will also be sought from a spokesperson of a professional industry organisation. Information will be sought from the internet, print articles and current menu samples.

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):

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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 there was a price barrier in Adelaide.

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 diners and restaurateurs, indicated that in Adelaide there was a main course price barrier. The barrier that diners indicated was in the \$25 to \$29 bracket and all commented that the cost was increased with side dishes that you need to order to go with the main course (Diner interview, 2008). This meant that a main course totalled up to \$41 per head.

Restaurateurs commented that Adelaideans had a strong sense of ‘quality’ of food products but were reluctant to move beyond the \$29 price bracket (Restaurant interview, 2008). Strategies utilised to meet this barrier were to downsize portion size to maintain quality control, and to skill staff in selling the side dishes to individual customers. Three of the restaurateurs commented that Adelaide’s food diners can be fickle.

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.

For example:

The sentence, 'I found from my research that the 16-19-year-old age group had the highest intake of "fast foods".'

would become

Primary research indicates that the highest consumption of "fast foods" was amongst the 16-19-year-old age group' 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 Food and Hospitality 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

Photos, images and 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.

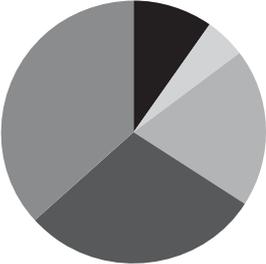
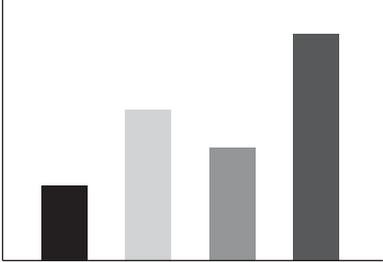
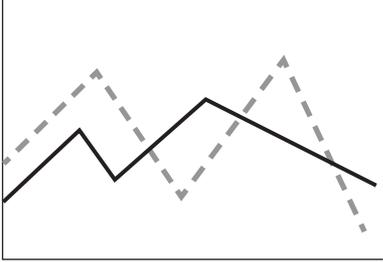
For both tables and figures, you need to refer to them within the body of the text. Make sure you refer to them further and not just put them into the body without any explanation.

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.

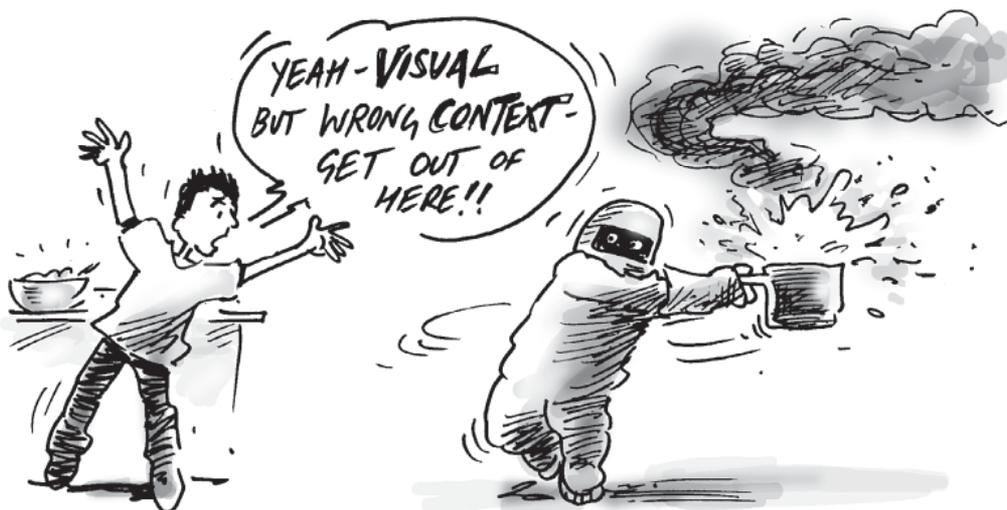
Type of display	Best used to show	Example
	<p>Resemblance to a pie that has been sliced.</p> <p>Segments and their sizes.</p>	
	<p>Shows a comparison of data on the one graph.</p>	
	<p>Shows a comparison of data on the one graph (similar to horizontal bar graphs).</p>	
	<p>Lines are used to compare data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

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 opportunity 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:

The pricing of a menu does influence your viability and sustainability in the Adelaide food scene. Those establishments which feature an à la carte menu stated that Adelaideans have a strong sense of value for money and expect good quality produce.

Activity

Write the opening paragraph (of your conclusion):

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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 a price barrier and its implications for the industry?
2. How does the price barrier of the Adelaide food scene impact on the menu items selection?
3. What strategies do eating establishments employ to be viable in the market place?

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

The price barrier is the invisible mark where diners decide what an acceptable price is for their dining experience. Those à la carte establishments which were pushing against this mark did find that they are encountering difficulties with meeting the diners’ expectations within the pricing framework.

Menu item selections have been affected by the invisible mark, as they have concluded that diners in Adelaide are prepared to pay only a set amount of dollars for each course and this has been proven to be challenging. Adelaide diners have a strong demand for good quality products, such as Coorong Angus beef, which is proving to be expensive since first grade products need to fit in with the costing of a main course owing to seasonal factors.

Many of the à la carte establishments commented that although diners in Adelaide are discerning, they fail to appreciate the true cost of meals and that these establishments are operating with a small profit margin. This means that they have been reviewing their menu items and looking at alternatives where pricing is more stable. Successful strategies to remain viable are to have set price à la carte menu options and to incorporate the concept of selling add on dishes to the main course so that the price still presents around the invisible mark of \$25.

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.

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Comment on the significance of the main findings.

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

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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. 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	McLean, J. 1995, 'Basic Principles of Catering and Hospitality', Jacaranda, Australia.
Newspaper	Wilkinson, S. 2008, 'Dare to be Different', <i>The Advertiser</i> , 26 March, p. 3.
Magazine	Plane, T. 2008, 'Dining Deligiosa', <i>Sumptuous</i> , 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 83)
- 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 2016 is shown below.

Stage 2 Food and Hospitality – 2016

External Assessment Cover Sheet

Assessment Type 3: Investigation

SACE Registration Number:

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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 2?
- kept a draft of your work?
- signed your student verification sheet, with your teacher?



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?

