Senior School Assessment Task

Subject: Stage 2 Food & Hospitality
Teacher: Caralyn Johnson
Task Title: Research
Draft Due Date: Friday, 5 September 2014
Final Due Date: Friday, 19 September 2014

Please note that failure to submit the task by this date will result in a zero grade being awarded.

Learning Requirements:

Outcomes Assessed:
Task Outline:

Students undertake one investigation. Students should be encouraged to develop original and innovative ideas for their investigation. Students:

- identify a relevant contemporary issue related to a selected area of study and state this issue as a research question or hypothesis
- relate their study to the learning requirements and define the scope of the study
- analyse information for relevance and appropriateness, and acknowledge sources appropriately evaluate evidence analyse findings and draw relevant conclusions.
HOW TO CONDUCT A CASE STUDY

In a case study you examine a real-life situation with all its complexities to discover what factors might contribute to outcomes.

A case study is used to study a particular situation in depth. It is not possible to generalise from the findings of a case study, but it can be used to test whether, and how, theories and scientific models work in the real world (Shuttleworth, 2008). It is qualitative, not quantitative research, which can give rise to hypotheses and new directions in research. It is often used in the social sciences.

Conducting case studies gives you a chance to draw from your knowledge and research, practise your skills of analysis and reasoning, and draw conclusions. As a case study is taken from real life, it can be complex, and different readers of your case study may draw different conclusions.

If you are conducting a case study in your community, make sure you:
- Obtain permission to conduct the case study, making it clear:
  - what you will need to do
  - where you will need to go
  - who you will need to speak to.

Don’t use people’s names unless you have their permission. Respect their privacy and the confidentiality of your results. Refer to SACE Board of SA Conducting Ethical Research.

Steps in a case study
1. Choose your case study problem.
2. Research the problem.
3. Interview people. Prepare questions that:
   - will help you understand their opinions
   - will give you information you can’t get from books or articles
   - are open-ended; that is, they can’t be answered just with ‘yes’ or ‘no’.
4. Sort through your information. What is relevant and what isn’t?
5. Does your case study problem (or guiding question) need to be modified?
6. Do you need more information, or do you need to do more research?
7. Break the problem down into its parts.
8. Analyse the information in each part.
9. Think about what the answers to the problem might be.
10. Write up your case study:
   - Introduce the problem or guiding question.
   - Give the background to the case study.
   - Present the information you have discovered, perhaps under headings.
   - Evaluate and analyse the information.
   - Summarise your findings in a conclusion, but remember that a case study may not always produce a neat conclusion.

11. Check that your points flow logically and that you have restricted your writing to the case study problem.

This style of case study does not apply to all subjects. Your teacher will discuss appropriate case study methods with you.

**Further reading**
Primary and Secondary Sources

What is a primary source?
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. Primary sources can take various forms, for example:

- annual report
- artefacts (e.g. fossils, clothing)
- artwork
- autobiography
- buildings, monuments
- census data
- certificates (e.g. birth, death, marriage)
- contemporary books from the era
- diary
- driving licence
- headstones, cemetery records
- interviews
- journal (from the time)
- letter
- manuscript
- memoirs
- minutes of meetings
- newspaper articles (report at the time of the event, not analysis of the event much later)
- oral histories
- original artworks
- pamphlets
- personal documents such as wills
- photographs
- primary research data (such as your own surveys or observations)
- radio programs
- records of information collected by government agencies
- reports of events at the time of their happening (e.g. war correspondent’s video report)
- ritual, dramatisation, performance
- shopping list
- speech (recorded notes, press releases)
- tape recording
- video recordings
Primary sources can be reproduced, for example, in books, on microfilm, on video, or on web pages.

**What is a secondary source?**
Secondary sources can be thought of as second-hand information. Secondary sources analyse and interpret primary sources. Secondary sources include:

- biographies
- history books
- text books
- journal / magazine articles
- school essays and projects
- documentaries
- legislation
- newspapers (particularly interpretations of primary sources)

Secondary sources are accounts compiled by somebody who was not present at the time of the event or occurrence. They may write about the event in some later time, or from some other place. For instance, a historian in the present day may write about women’s rights in the nineteenth century, describing and analysing primary sources to support his/her argument.

Writers of such books usually refer to other secondary sources as well, such as other books that have been written on the same subject, which have also drawn from primary and secondary sources.

**Using primary and secondary sources**
One piece of evidence will probably provide an incomplete picture. Think of primary sources as clues. The more clues you find and use as evidence to support your theory, the wider the range of sources and types of sources, the better, richer and more balanced will be the picture you will be able to create.

No single piece of evidence should be accepted at face value.

You need to document such things as:

- the author, (e.g. where and how he/she lived; socio-economic status; level of education; who he/she worked for)
- the time, place, and context (e.g. politics, geography)
- the audience for whom the source was constructed
- the message (the purpose of the artefact)
- the underlying ideas and assumptions, and the way they are expressed
- the limitation, usefulness, reliability, validity, and bias
- the meaning and implications of its context and content

**Where to find primary sources**

**First hand**
Depending on what you are investigating, you can collect some primary sources yourself. For example:

- an oral history or a survey that you conduct
- an interview or a video that you record
- pamphlets, an annual report, or a program guide that you collect.

**Archives**
Archives collect unpublished material (primary sources). They may provide digitised versions of some sources online. Examples of archives include:


**Libraries**

Libraries collect published material, which is not usually a primary source. However, state libraries also collect material of interest to the state. For example, the State Library of South Australia collects South Australiana, which includes some published and published primary source materials (e.g. pamphlets, maps, menus, theatre programs, letters, diaries, minutes, photographs, and oral histories).

This material is listed in the library catalogue. Some materials, such as photographs, have been digitised and can be accessed via the online catalogue. Others can only be accessed in the library.

Examples of online library sources are:

- State Library of South Australia, http://www.slsa.sa.gov.au, accessed 6 January 2010. Includes SA Memory online exhibition, historic South Australian newspapers, more than 100 000 photograph, historic South Australian documents
- Picture Australia, http://www.pictureaustralia.org/, accessed 6 January 2010. Through Picture Australia, the National Library of Australia makes available the photograph collections of a large number of contributing cultural organisations in Australia and New Zealand, including the state and national libraries and university libraries.

**Directories**

Directories of primary source collections (these are called tertiary sources) can be found by searching the Internet. For example:

- ‘Primary Sources in the Humanities and Social Sciences: Online Collections, Stauffer Humanities and Social Sciences Library, Queen's University, http://library.queensu.ca/research/guide/primary-sources/websites .

**Bibliography**


