

**Tuesday, 9 August 2016**

## **South Australian students share their Research Project experiences**

Students about to undertake the Research Project will be drawing on a wealth of experience at this week's SACE Board Research Project Student Expo.

More than 4000 students are expected to attend the 2016 Expo, at the Ridley Centre, Adelaide Showground today, Tuesday 9 and Wednesday 10 August.

Up to 100 previous Research Projects students will showcase their projects, and be on hand to offer advice and tips on choosing a topic and tackling the compulsory subject.

**For the first time there will be an after-hours information session (Tuesday 9 August – from 4.30pm to 7.30pm), which will be open to anyone wanting to learn more about the subject, particularly parents.**

Student presentations include:

### **Tuesday:**

- Gender stereotypes in dance
- To what extent does the media accurately represent what happened in Gallipoli in 1915?
- What is the impact of the language barrier on Australia's imports and exports?
- The feasibility of hydrogen engines in the future
- What influences consumer's choice in regard to using card over cash as a primary payment method?
- How to make an Adirondack chair and matching footstool and where the design has originated from
- How can I use a drone for crop mapping?

### **Wednesday:**

- To what extent does post-traumatic stress disorder affect emergency services workers?
- How viable is renewable energy in developing countries to aid economic development, health care and education?
- Why do 40% of premature babies have fine motor skill impairments? How can the early intervention of occupational therapy help when the child is Under 5?
- How can you successfully develop a magazine aimed at the Australian teenage female population?
- Why should Australian Aboriginal languages be preserved?
- Students sleeping habits.

### **Both days:**

- School Radio Station
- Italian Weddings.

SACE Board Chief Executive Dr Neil McGoran says the Research Project is designed to challenge students by requiring complex, high level skills that are critical for success in work, learning and life.

"These include being able to generate a question, research that question, analyse findings, draw conclusions, evaluate those conclusions for quality and relevance, and then recommend solutions," says Dr McGoran.



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“I think now, more than ever, young people need to be passionate about learning. They need to know how to learn, how to adapt to changing circumstances, and how to transfer learning from one context to another.

The Research Project helps young people to be able to do these things, and to feel empowered as learners.”

The Expo also includes interactive displays, presentations and information from research-focused organisations, including the Cancer Council SA.

“We know cancer touches people of all ages so we are proud to be a part of the Research Project Student Expo,” says Cancer Council SA Chief Executive Lincoln Size.

“We see many students coming to Cancer Council SA looking to complete their Research Project, be it through our Youth Ambassador Project or other ways, and the Expo is a great opportunity to talk to them directly about how we can provide support.

“Here at Cancer Council SA, students often use their projects to research more about cancer, what causes it, what we can do to prevent it, and how we can support families affected by it.”

### **What the students are saying**

**Jaiyi Litten – Underdale High School** (The feasibility of hydrogen engines in the future.)

“I enjoyed the interviews I conducted. The most memorable one was the Skype interview with a US Department of Energy advisor about hydrogen fuel cell vehicles. It was also encouraging for me to find that a Professor in Switzerland was willing to help me with my Research Project.”

**Thomas Whyatt – Faith Lutheran College** (What is the impact of the language barrier on Australia’s imports and exports) – “The Research Project helped to develop my problem solving skills: thinking on the spot in order to counter any problems that arose. The setting out of my folio helped to develop my creative skills.”

**Phoebe Thomson – Faith Lutheran College** (What influences consumer’s choice in regard to using card over cash as a primary payment method?) – “I gained and built on my creative, collaborative, analytical and research skills, as well as building my literary and numerical skills and those in the areas of interpreting and collecting data. If I had to give any advice to other students partaking in the Research Project, it would be to make sure that you are organised.”

**Sarah Cotter – Craigmore High School** (What needs to be considered when planning a holiday to the UK?) “The advice I would give to future students is to pick a topic that you find interesting because it makes it a lot easier to spend lots of time working on it when you enjoy it.”

**Daisy Mesnil – Sacred Heart College** (To what extent does post-traumatic stress disorder affect emergency services workers?) “I was able to choose a topic which was of interest to me and helped with my future within the field I wish to pursue as a career.”

**Ben Weichert – Kapunda High School** (How can I use a drone for crop mapping?) “I want a career in electronics engineering. Drones are cutting-edge technology and looking at the application was interesting. The Research Project helped me develop ways to access reliable information, think laterally and think creatively.”

**Alison Burford – St Mary’s College.** (To what extent can an accredited exercise physiologist assist in minimising effects of cancer-related fatigue?) “The Research Project was my favourite subject during Year 12. I enjoyed every aspect of it because it challenged me academically as well as personally, and gave me the opportunity to make contacts within the field I wished to pursue as a career. During my first semester at university, I felt at a significant advantage due to what I had been taught during research project.”