Research Project Clarifying Forum

****Research Outcomes****

**The research outcome is the answer to the student’s question.**

**So when they start a Research Project the student will undertake processes to refine a research question, they’ll work out how they are going to collect their information and analyse the information they will do all that, all of that information is contained in the folio. Now is the time to actually answer their question, this is what the research outcome aims to do.**

**So the student is required to present their key findings that they found from their research and those key findings must be substantiated. There’s a number of ways of showing substantiation, which I’ll talk about in a minute.**

**The research outcome can be presented either written or in a multi-modal format and is worth 40% of the student’s work.**

**The requirements of Research Project A are that the student has 1500 words or 10 minutes to present their research outcome. In Research Project B it is 2000 words and 12 minutes for their research outcome.**

**It’s important that students understand that they do have options with how they present their work and the Chief Assessor’s reports does talk about how students may present their work creatively, and the creative showing of their work, of the answering of their question may actually suite the type of question they have done.**

**So for example if they have investigated how to teach the little kids how to play footy, like Auskicks, or something, should the students write that in a report or could they present it as a video or something like that.**

**So those sorts of options are available and encouraged for the research outcome.**

**When presenting the research outcomes, students need to do pretty much two things.**

**They need to tell us what they have learnt, so they need to tell us the key things that they have learnt as a result of their research. If I use the example of a video for a curry, for example then the information within that video, put this ingredient here, put this ingredient there, because that is evidence of the synthesis, so that’s evidence of what I have learnt.**

**Now part of what I have learnt may be how to make a video, and so that would need to be involved in the assessment as well. Having said that the actual product that they make or the report that they have written, how they put it together is evidence of the synthesis and so that’s the criteria of S1.**

**The other criteria which is very, very important and is sometimes overlooked for whatever reason by individuals is the substantiation and now this is proof of where the information has come from.**

**So if I am adding this ingredient at this stage in my recipe, I need to tell the audience where I got that information from and whether that information is true or not. So that information needs to come from a reliable source, hopefully backed up by multiple sources and should be relevant to my findings.**

**So if I am going to add a chilli here at the start, I need to explain that and say I got this information from this source backed up by this source and that is what evidence of the substantiation is.**

**So if they are writing a report on whatever question they have done a lot of the students will use footnoting and index referencing and things like that to support the arguments that they make, to support the key findings that they are presenting.**

**Just having a bibliography at the end won’t provide strong A level or B level evidence of substantiation.**

**You need to be able to support every single claim that you make and so whether that is in a written form or in an oral form or a multimedia form doesn’t really matter, as long as it is there and clearly evident to the assessor and also to the moderator.**

**Another example might be that a student will develop a product, they will make something, they will make a surfboard or a they’ll make a bookcase or make something a piece of art, that’s great, I mean the actual product they make counts towards the synthesis because that is an application of the things that they have learnt from their research. So they’ve learnt that for the bookcase they chose this type of wood because from their research it was the best sort of wood for what they wanted to do, or they used these particular joints or screws or whatever because they have worked that out from the research.**

**So the bookcase itself it not how pretty it is, it’s an example of the research put together to create this product.**

**The bookcase itself is not an research outcome, the bookcase itself is an example of the synthesis what they have learnt put together to create something new, its true synthesis really.**

**What needs to go with that is a written statement of substantiation, where did they get the information from that that wood was the right wood to use. Where did they get from their research that these joints were the correct joints to use for this particular purpose, are these claims backed up by multiple sources or have they just asked the bloke down the road and that’s it. Have they supported their findings from multiple sources?**

**So, in this example when they have created a product the student will have 2000 words to document or 12 minutes if it’s an oral video of that product to substantiate their findings.**

**If they do choose the make the bookcase, if the students do choose to make a piece of art please do not send the actual product in for moderation. What we do require are some photos, now this may be presented as a series of photographs where there is highlighted aspects of the product that they have made with justification based on their research with substantiation of where they got their information from and why they choose to go about it the way they have chosen to go about it. So if a student makes a formal dress for example there might be a close up of stitching or a close up of the fabric or things like that we don’t need the actual dress to come in.**

**Please take this opportunity to familiarise yourself with the two samples we have prepared for you there is a sample on how to make a Queen Victoria sponge cake which is a written report the student has done and also another written report on how the architecture of the Adelaide Remand Centre affects the behaviour of the prisoners.**