**The Research Outcome:**

**Substantiation and Word Count/Time Limits**

*Students synthesise their key findings (knowledge, skills, and ideas) to produce a research outcome in 2000 words or fewer, a 6 minute maximum presentation or a combination of both*

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*The research outcome is substantiated by evidence and examples from the students’ research, and shows how they resolved their research question.*

*Substantiation should be relevant to the research outcome, and is usually provided in one or both of the following ways:*

* *by referencing the aspects of the research outcome to sources, using, for example, in-text references and thereby demonstrating the origin of ideas and thoughts;*
* *by explaining the validity of the methodology adopted and thereby demonstrating that it is able to be reproduced.*

The research outcome must include the key findings and substantiation. The research outcome can take the form of:

* the key findings and substantiation, which together form a product

**Examples include:** an essay, a report, an oral or written history with appropriate in-text referencing and bibliography and/or references list; a multimedia presentation; a documented science experiment

*These communicate evidence and examples to substantiate the key findings so the word/time limit applies to the actual research outcome).*

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| **Example**  **What is the future of polyurethane foam in the housing construction industry?**  *The research outcome for this research question could be a report, an essay, a speech, an informative leaflet, an oral presentation or a website; all of which would communicate evidence and examples to substantiate the key findings.*  *The word/time limit applies to the actual research outcome.*  *In these outcomes substantiation could include, for example, quotes from expert sources; in-text referencing; statistics from surveys or secondary sources; photographs; descriptions of evidence observed; or results from experiments.* |

or

* the key findings and substantiation, with elements of or reference to a separate product

**Examples include:** a supporting statement and annotated photographs of a product that has been created; an extract from a student-developed children’s story, with a record of the background research

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| **Example**  **How can I research, design and create a booklet outlining the history of our family house for my sister (age 5)?**  *This research outcome arguably requires the student to research two distinct aspects – the history of the house, and an appropriate booklet format for the target audience. The booklet itself will contain key findings about the history of the house and therefore is included in the word/time count. Any accompanying evidence and examples to substantiate the key findings are also part of the word/time count.*  *In this outcome substantiation might include, for example, quotes from friends or families; quotes; personal observations (of field trips to locations); and in text referencing from historical documents or historical photographs.* |

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| **Example**  **What is the best colour scheme, including curtains and soft furnishings, for the kitchen and family living areas of my parent’s house**?  *This research outcome requires the student to research the role of colour in decorating houses. The outcome could take many forms. If the outcome was a series of drawings with annotations, the annotations would become part of the work/time count. A series of drawings on their own would require further evidence and examples.*  *In this outcome substantiation could include, for example, quotes from expert sources; in-text referencing; statistics from surveys or secondary sources; photographs or sketches of colour schemes; annotated fabric samples or descriptions of observations.* |

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| **Example**  **What are the guidelines for people who wish to create an organic vegetable plot in the Adelaide Hills?**  *This research outcome requires the student to research the advice and opinions of people who have created what are considered to be organic vegetable plots in the Adelaide Hills. The guidelines themselves will provide some evidence and examples to substantiate the key findings but the balance of the word/time limit can be used if further substantiation is required.*  *In this outcome substantiation may include, for example, evidence from experiments such as photographs; measurements; sketches of plants or statistics about plant growth; quotes from expert sources; in-text referencing; results of soil tests; water analysis tests; taste tests; focus group feedback; and statistics from surveys or secondary sources.* |

or

* the key findings presented as annotations on a product, and substantiated by evidence and examples of the research

**Examples include**: a recorded dance performance with notes and a director’s statement.

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| **Example**  **How can I design and make a chicken coop for six chickens in the yard of a house?**  *This research outcome requires the student to research how to make chicken coops. The development of this particular skill is the focus of the research. The plan to create a chicken coop, or the structure itself, is a demonstration of this particular skill but does not necessarily provide evidence and examples to substantiate the learning that the student has undertaken. Accompanying evidence and examples would need to be included to substantiate the product – the chicken coop. The word/time count applies to accompanying evidence and examples.*  *In this outcome substantiation might include, for example, photographs with captions and annotations; statistics such as measurements; results of experiments (e.g. testing materials); observations of chickens; quotes from expert sources; in-text referencing; and statistics.* |

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| **Example**  **How can I create a collection of my own lyrics based upon existing songs?**  *This research outcome requires the student to research how to write lyrics. The development of this particular skill is the focus of the research. The collection of lyrics is a demonstration of this particular skill but does not necessarily provide evidence and examples to substantiate the learning that the student has undertaken. Therefore, as above, the word/time count applies to accompanying evidence and examples.*  *In this outcome substantiation could include, for example, quotes; comparisons and references to the lyrics of others; quotes from experts in the field; focus group feedback, or evidence of inspiration of original ideas such as photographs.* |

Students should negotiate with their teacher suitable forms for producing their research outcome.

**Performance Standards Tested:**

* Synthesis of knowledge, skills, and ideas to produce a resolution to the research question (S1)
* Substantiation of key findings relevant to the research outcome (S2)
* Expression of ideas (S3)