Research Project Clarifying Forum

****Folio - Clarifying****

**For this folio the student has chosen to present their evidence organised by performance criteria. So, we’ve got the P1 criteria and P2 criteria shown on the first couple of pages and the student has cut together different elements out of the whole folio, as presentation on these pages.**

**As we go into the development criteria the student has chosen to highlight the different areas**

**within a source that they have analysed and then pulled out the different key findings and the different learnings they have had from that particular source.**

**As you go further down once the student is analysing some data again the student is pulling out their key learnings, describing then their analsis and turning that into their key findings which will then be presented as part of the outcome.**

**Students might also choose to present 10 pages that are taken from direct pages out of their folio to highlight the evidence needed for the performance standards. There are ten A4 pages presented criteria P1 and P2 are demonstrated in the first page and across into the second page as well. The student gives good consideration to other possible topics and then refines down to the question, other topics were considered and a topic was decided from further investigation and they came up with a researchable question, now, mind maps, bubble maps, word whirls are not needed to demonstrate refinement the definition of key terms will ensure there’s precision in the question.**

**Now, final planning of processes need to be shown to answer the question, now in this case they have done it for both the economic and for the environmental parts of the question. Now, planning and ethics are specially stated and the journal entries are included to show that the plan was executed.**

**Overall for P1 and P2 the student was given an A.**

**The student demonstrates evidence of D1, D2 and D3 in the pages following.**

**The student shows lots of development through the following pages – both the economic and the political considerations, as well as the understandings of air pollution – are shown. The sources are found within a wide range appropriate to the topic and analysed towards the key findings which are shown alongside.**

**As the research developed, three of the questions come out which the student then answers, now the student then analysed all of their ideas in depth, the information from each source is analysed and the findings pulled out. The analysis is then summarised for each different source so it’s easy to collate and as a moderator you know where the student analysis has come from.**

**Now, the student has also really effectively developed their knowledge and skills particularly the skills needed to analyse multiple sources into findings.**

**So for D1 D2 and D3 the student was awarded an A.**

**The students provided evidence of D4, both at the beginning and the end of their folio. They’ve made a statement at the start what the capability is that they are setting to develop, and how they attend to go about it. The student has then made some analysis of how their capability has actually grown during that time, what development they saw, interspaced throughout the folio. As well there are other sections where they’ve signed posted developments that have happened in the capability.**

**Now the students demonstrated an informed understanding but isn’t necessarily developed consistently so the student overall was awarded a B for D4.**

**Holistically looking at the folio the student received an A overall.**