

Marking Criteria for Assessment Task 1: Population Analysis Laboratory Report

Student Name:

Student Number:

Marker:

← Level of Student Autonomy →

<p>↓ Facet of Inquiry</p>	<p>Level 1 <i>Students research at the level of a closed inquiry and require a high degree of structure/guidance</i></p>	<p>Level 2 <i>Students research at the level of a closed inquiry and require some structure/guidance</i></p>	<p>Level 3 <i>Students research independently at the level of a closed enquiry</i></p>	<p>Level 4 <i>Students research at the level of an open inquiry, within structured guidelines</i></p>
<p>A. Students embark on inquiry and so determine a need for knowledge/ understanding</p>	<p><input type="checkbox"/> Aims/hypothesis not made explicit</p>	<p><input type="checkbox"/> Aims/hypothesis not clearly stated or inappropriate</p>	<p><input type="checkbox"/> Aims/hypothesis clear, but adheres closely to guidelines</p>	<p><input type="checkbox"/> Aims/hypothesis clear, focussed and innovative</p>
<p>B. Students find/generate needed information/data using appropriate methodology</p>	<p><input type="checkbox"/> Source of data is cited (cemetery name/location, ABS, etc)</p>	<p><input type="checkbox"/> Data sampling protocols are adequate</p>	<p><input type="checkbox"/> Data gathered are appropriate to aims/hypothesis</p>	<p><input type="checkbox"/> Data from a variety of sources or rigorous data collection</p>
<p>C. Students critically evaluate information/data and the process to find/generate it</p>	<p><input type="checkbox"/> Self-evaluation of project (completed the 'Report Checklist')</p>	<p><input type="checkbox"/> Limitations <u>or</u> biases of the study are stated</p>	<p><input type="checkbox"/> Limitations <u>and</u> biases of the study are stated</p>	<p><input type="checkbox"/> Evaluation of the whole study design is rigorous</p>
<p>D. Students organise information collected/generated</p>	<p><input type="checkbox"/> Data gathered but not presented in a report writing structure Missing _____ _____ _____ _____</p>	<p><input type="checkbox"/> Data are incorporated into a report writing structure but there is no clear linkage between sections Poor linkage of _____ _____ _____ _____</p>	<p><input type="checkbox"/> Report writing conventions are generally followed with coherent flow Areas for improvement: _____ _____ _____ _____</p>	<p><input type="checkbox"/> Report writing conventions are followed completely</p>
<p>E. Students synthesise, analyse and apply new knowledge</p>	<p><input type="checkbox"/> Limited synthesis of data with literature <input type="checkbox"/> Results restated with minor analysis _____ _____ _____</p>	<p><input type="checkbox"/> Data compared <u>or</u> contrasted with literature <input type="checkbox"/> Data analysis, but inappropriate on occasions _____ _____ _____</p>	<p><input type="checkbox"/> Data compared <u>and</u> contrasted with literature <input type="checkbox"/> Data analysis is appropriate _____ _____ _____</p>	<p><input type="checkbox"/> Synthesis of data with other studies is rigorous <input type="checkbox"/> Data analysis is comprehensive</p>
<p>F. Students communicate knowledge and the processes used to generate it, with an awareness of ethical, social and cultural issues</p>	<p><input type="checkbox"/> Title is present <input type="checkbox"/> Sources are used, but Harvard referencing style is not applied _____ _____ _____</p>	<p><input type="checkbox"/> Title portrays a general sense of the study content <input type="checkbox"/> Sources are used and sometimes Harvard referencing style is applied _____ _____ _____</p>	<p><input type="checkbox"/> Title succinctly portrays the full dimensions of the study <input type="checkbox"/> A variety of sources is used and Harvard referencing style is usually applied</p>	<p><input type="checkbox"/> Title succinctly portrays a study from an "original" perspective <input type="checkbox"/> A variety of source <u>types</u> is used and Harvard referencing style is applied consistently</p>

