


Marking Criteria for Population Analysis Report

Student Name:

Student Number:

Marker:

← Level of Student Autonomy →

 Facet of Inquiry	Level 1 <i>Students research at the level of a closed inquiry and require a high degree of structure/guidance</i>	Level 2 <i>Students research at the level of a closed inquiry and require some structure/guidance</i>	Level 3 <i>Students research independently at the level of a closed enquiry</i>	Level 4 <i>Students research at the level of an open inquiry, within structured guidelines</i>
A. Students embark on inquiry and so determine a need for knowledge/ understanding	<input type="checkbox"/> Report lacks an explicit statement of Aims (although these may be deduced from report content) and there is no hypothesis	<input type="checkbox"/> A statement of Aims/hypothesis is present but is either not clearly stated or is inappropriate to the investigation conducted	<input type="checkbox"/> Report has a clear statement of Aims/hypothesis, that closely reflects exemplars provided in the task guidelines	<input type="checkbox"/> Aims/hypothesis are clearly stated, focussed and innovative
B. Students find/generate needed information/data using appropriate methodology	<input type="checkbox"/> Source of data is cited (cemetery name/location, ABS, etc) but no details of collection protocols provided, or protocols inadequate <input type="checkbox"/> Locates literature relevant to the general topic	<input type="checkbox"/> Data sampling protocols are adequate but not entirely appropriate in addressing aims/hypothesis <input type="checkbox"/> Locates more specific literature on at least one aspect of topic	<input type="checkbox"/> Data gathered are appropriate to aims/hypothesis <input type="checkbox"/> Locates specific literature supporting several aspects of topic	<input type="checkbox"/> Data from a variety of sources or rigorous data collection <input type="checkbox"/> Locates specific literature supporting all aspects of topic
C. Students critically evaluate information/data and the process to find/generate it	<input type="checkbox"/> No awareness of study limitations and biases but an attempt at critical analysis via completion of report self evaluation	<input type="checkbox"/> Report self evaluation + Limitations or biases of the study design or data collection methods are stated/addressed	<input type="checkbox"/> Report self evaluation + Limitations and biases of the study design or data collection methods are stated/addressed	<input type="checkbox"/> Evaluation of the whole study design is rigorous
D. Students organise information collected/generated	<input type="checkbox"/> Data are gathered but are not presented in a report writing structure Missing _____ _____ _____	<input type="checkbox"/> Data are incorporated into a report writing structure but there is no clear linkage between sections Poor linkage of _____ _____ _____	<input type="checkbox"/> Report writing conventions are generally followed with coherent flow Areas for improvement: _____ _____ _____	<input type="checkbox"/> Report writing conventions are followed completely
E. Students synthesise, analyse and apply new knowledge	<input type="checkbox"/> There is limited synthesis of study data with existing literature <input type="checkbox"/> Results are restated with minimal analysis and discussion _____ _____ _____	<input type="checkbox"/> Study data are compared or contrasted with existing literature <input type="checkbox"/> Analysis & discussion of data, but misinterpretations/ inappropriate conclusions _____ _____ _____	<input type="checkbox"/> Study data are compared and contrasted with existing literature <input type="checkbox"/> Analysis & discussion of data is appropriate but omissions evident _____ _____ _____	<input type="checkbox"/> Synthesis of study data with that from other studies is rigorous <input type="checkbox"/> Analysis & discussion of data is comprehensive
F. Students communicate knowledge and the processes used to generate it, with an awareness of ethical, social and cultural issues	<input type="checkbox"/> Title is present <input type="checkbox"/> Sources are cited in the text and LOR, but Harvard referencing style is not applied _____ _____	<input type="checkbox"/> Title portrays a general sense of the study content <input type="checkbox"/> Sources are cited in the text and LOR using Harvard referencing style but it is inconsistently applied or many minor style errors are present	<input type="checkbox"/> Title succinctly portrays the full dimensions of the study <input type="checkbox"/> Sources are cited in the text and LOR and Harvard referencing is consistently applied although a few minor style errors are present	<input type="checkbox"/> Title succinctly portrays a study from an "original" perspective <input type="checkbox"/> A range of sources is cited in the text and LOR and Harvard referencing is consistently and accurately applied