Labs 7 & 8 (Bone, Joints and Movement): Marking Criteria

™ Student Name: _____ Student ID: _____

Marker: _____

Facet of Inquiry	Student Autonomy Level 1 *Students research at the level of a **closed enquiry** and require a **high degree of structure/ guidance***	Student Autonomy Level 2 *Students research at the level of a **closed enquiry** and require a **some structure and guidance***	Level 3 *Students research **independently** at the level of a **closed enquiry***
A. *Students **embark on inquiry** and so determine a need for knowledge/understanding*	❑ Identifies an appropriate learning objective addressed in the activity	❑ Clearly & concisely identifies several learning objectives addressed in the activity	❑
B. *Students **find/generate** needed information/data using appropriate methodology*	❑ Information required to answer questions obtained primarily from a single source, e.g. the laboratory notes or textbook ❑ Limited ability to extract required data from micrographs, diagrams & prosections	❑ Information required to answer questions obtained from examination of laboratory specimens (e.g. micrographs, bones, anatomical models & prosections) in addition to laboratory notes &/or textbook ❑ Extracts required data from micrographs, diagrams & prosections	❑
C. *Students **critically evaluate** information/data and the process to find/generate this information/data*	❑ Recognises and documents basic data/concepts related to joints, CT types & movement but details lacking ❑ Identifies additional general structure/function relationships from prosected knee joint	❑ Recognises and documents more complex data/concepts related to joints, CT types & movement ❑ Identifies additional structure/ function relationships from prosection that are unique to knee joint	❑
D. *Students **organise** information collected or generated*	❑ Joint features identified but not correlated with how they limit range of movement ❑ Ideas/ data not always presented in a logical sequence within answers	❑ Accurate correlation between joint features & their specific roles in limiting movement ❑ Ideas/data presented in logical sequence within answers	❑
E. *Students **synthesise, analyse and apply** new knowledge*	❑ Limited ability to link microstructural features of CT types (Q2) with their exact locations and functions within a synovial joint ❑ Little extension of basic information from Q1 in answering Q3b & Q4c	❑ Microstructural features of CT types accurately linked with their exact locations and functions within a synovial joint ❑ Basic information from Q1 adapted and extended to accurately answer Q3b & Q4c	❑
F. *Students **communicate** knowledge and the process used to generate it with an awareness of ethical, social and cultural issues*	❑ Aspects of the student's conduct indicate some awareness of protocols related to group work, although evidence of copied/shared answers in submitted task	❑ Student's conduct indicates a thorough awareness and understanding of protocols related to group work	❑