Marking Criteria - Procedural-based Research Skills Development (RSD)
Laboratory 10: Microstructure of Nervous Tissues

Student Name: _____ Student ID: _____

Marker: _____

Indicators ***The student with research skill …***	**Level 1** *Students research at the level of a closed enquiry and require a high degree of structure/guidance*	**Level 2** *Students research at the level of a closed enquiry and require some structure/guidance*	**Level 3** *Student 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 by 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 Q1 obtained primarily from a single source, e.g. the laboratory notes	❑ Information required to answer Q1 obtained from a range of sources, e.g. micrographs and display materials, lectures etc. in addition to laboratory notes	
C. Students critically evaluate *information/data and the process to find/generate this information/data*	❑ Answers generated after consideration & evaluation of only part of the overall laboratory activities ❑ Presents general characteristics of nervous tissues in answering Q1(iv)	❑ Answers based on consideration & evaluation of most or all parts of the laboratory activities ❑ Presents detailed, specific characteristics of nervous tissues in answering Q1(iv)	❑
D. Students organise *information collected/ generated*	❑ Figures 1 & 2 are partially labelled, or locations of some structural features are ambiguous ❑ Ideas/ data not always presented in a logical sequence within answers	❑ Figures 1 & 2 are fully and accurately labelled ❑ Ideas/data presented in logical sequence within answers	
E. *Students* ***synthesise*** *and* ***analyse*** *and* ***apply*** *new knowledge*	❑ Understanding of neuron structure and function utilises data from activities prescribed in lab notes ❑ Some valid reasoning applied in identifying pathway differences in Q1(v)	❑ Understanding of neuron & function utilises data obtained from prescribed activities as well as other sources (e.g. interpretations of additional micrographs and diagrams) ❑ Explanation of pathway differences in Q1(v) based on supporting evidence and valid reasoning	❑
F. *Students* ***communicate*** *knowledge and the process used to generate it, with an awareness of cultural, ethical, economic, legal and social issues*	❑ Aspects of the student's conduct indicate some awareness of laboratory protocols	❑ Student's conduct indicates a thorough awareness and understanding of laboratory protocols	❑

FACET OF ENQUIRY