


Marking Criteria for Assessment Task 1: Population Analysis Laboratory 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"/> Aims/hypothesis not made explicit	<input type="checkbox"/> Aims/hypothesis not clearly stated or inappropriate	<input type="checkbox"/> Aims/hypothesis clear, but adheres closely to guidelines	<input type="checkbox"/> Aims/hypothesis clear, 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)	<input type="checkbox"/> Data sampling protocols are adequate	<input type="checkbox"/> Data gathered are appropriate to aims/hypothesis	<input type="checkbox"/> Data from a variety of sources or rigorous data collection
C. Students critically evaluate information/data and the process to find/generate it	<input type="checkbox"/> Self-evaluation of project (completed the 'Report Checklist')	<input type="checkbox"/> Limitations or biases of the study are stated	<input type="checkbox"/> Limitations and biases of the study are stated	<input type="checkbox"/> Evaluation of the whole study design is rigorous
D. Students organise information collected/generated	<input type="checkbox"/> Data gathered but 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"/> Limited synthesis of data with literature <input type="checkbox"/> Results restated with minor analysis _____ _____ _____ _____	<input type="checkbox"/> Data compared or contrasted with literature <input type="checkbox"/> Data analysis, but inappropriate on occasions _____ _____ _____ _____	<input type="checkbox"/> Data compared and contrasted with literature <input type="checkbox"/> Data analysis is appropriate _____ _____ _____ _____	<input type="checkbox"/> Synthesis of data with other studies is rigorous <input type="checkbox"/> Data analysis 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 used, but Harvard referencing style is not applied _____ _____ _____	<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 _____ _____ _____	<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	<input type="checkbox"/> Title succinctly portrays a study from an "original" perspective <input type="checkbox"/> A variety of source types is used and Harvard referencing style is applied consistently

