Guidance for Part B Worksheet

BS111 Practical 2 & 3

COURSEWORK/PRACTICAL TITLE: **Pracs 2 & 3 Part B**

For Correlation of species richness to soil properties from different habitats

- OBJECTIVES ASSESSED

1. Analysis of species richness and variability in habitats following quadrat sampling & further laboratory analysis. (separate guidance will be given)
2. Peer assessment & understanding of standards expected (Minimum Undergraduate Handbook) – Start with this.
3. Carrying out Independent work.

Peer assessment & understanding of standards expected (Minimum Undergraduate Handbook) –

- **The aims of this objective are:**

1. To make you aware of Minimum Undergraduate standards, you need to look at the link: See Undergraduate Handbook for Guidance) http://www.essex.ac.uk/bs/current_students/default.aspx (read page 27 - 32) & also the feedback sheet.
2. Make you aware of the habitats you did not visit. You will need to look at 8 documents – all pdf of the habitat sites.
3. Awareness of marking.

- **Steps:**

1. Access: peer assessment form, marking feedback form and minimum standards - next 3 slides give a brief summary of feedback forms.
2. Access the files on Moodle: Descriptions, Figures and data tables.
3. While looking at the information on the descriptions and figures note: patterns, similarities, differences in & between sites (this will help you with analysing the data)
4. Then on the peer assessment form give a mark from 0 – 5 for each group (excluding your own)
5. Complete other parts of peer assessment form.

Text (written answers):
For descriptions, assess and mark out of 5.

GOOD POINTS	BAD POINTS	COMMENT
Neat presentation	Careless, untidy presentation	
Clear answers	Points not made clearly	
Concise writing style	Waffle and irrelevant material	
Legible	Difficult to read writing	
No/few spelling mistakes	Many spelling mistakes	
Good grammar	Poor grammar	
Correct units always included	Units missing/wrong/poor choice (eg. 1.2 ml, not 1200 µl)	
Correct number of d.p.	Excessive d.p. used	

Figures: (slides), assess and mark out of 5.

GOOD POINTS	BAD POINTS	COMMENT
Numbered consecutively	Not always given a number	
Number and title together BELOW the figure	Titles sometimes above or beside figure	
Title concise and contains all key information	Title too brief/long or missing important details	
Figure fully and neatly labelled	Untidy/inappropriate labels	
Sharp hard pencil used for drawing, scale included where appropriate	No scale Blunt soft pencil	
Axes always labelled on graphs, units included	Poor/un-labelled/units missing	
Good choice of graph type: line or bar chart (continuous or discontinuous data)	Inappropriate format selected	
Grouped data presented	**Raw/individual data presented**	

Tables: (Data tables), assess sub groups and mark as a group; give a mark (0 – 5)

GOOD POINTS	BAD POINTS	COMMENT
Numbered consecutively	Not always a number	
Number and title together ABOVE the table	Titles sometimes below table	
Title concise and contains all key information	Title too brief/long or missing important details	
Neat layout	Gridlines not drawn with a ruler or untidy	
Appropriate headings	Headings missing/unclear	

Peer assessment information

How could give feedback on peer assessment form? If it is possible - do it.

Element	Requirements	Score Group W (/5)	Score Group X (/5)	Score Group Y (/5)	Score Group Z (/5)
1. Written description of the habitat	Minimum Standards : Sentences, with descriptive words , no explanation, good grammar, no/few spelling mistakes				
1. Provide Photos of site & some of the species	Range of photos of habitat and close up of species (12 – 20 photos) Fig number and title below photo (labeling if appropriate)				
3. Provide data obtained from quadrat analysis and subsequent lab work	Tabulated data applying Minimum standards.				
Overall comment: (exclude your group which is --------)					
Best aspect with reasons why					
Area that needs most improvement and why					

Separate instructions will be given for:

- Analysis of species richness and variability in habitats following quadrat sampling & further laboratory analysis. (separate guidance will be given)

End of this PowerPoint.