

This is the document that you will write your assessment on. This is then uploaded to Turnitin and your learner account ready for your tutor to mark it.



DistanceLearningCentre.com

EXAMPLE STUDENT ASSESSMENT ANSWER SHEET

COURSE:	Access to Higher Education Diploma
SUBJECT:	Biology / Human Physiology
UNIT TITLE:	Introduction to Cell Biology
LEVEL:	3 (Ungraded)
CREDITS:	3

You must read, confirm and complete the Student Declaration prior to submitting your assessment.

PART 1: Student declaration

Please complete all relevant information below:

I understand that copying / taking ideas from other sources (e.g. reference books, journals, internet, and tutor hand-outs) without acknowledging them is plagiarism.

I confirm that:

- This assignment is all my own work.
- All contributions taken from other reading and research have been referenced accurately.
- Any direct quotations taken from other reading and research have been acknowledged and attributed accurately.
- I have attached a bibliography listing all sources used in producing this assignment.
- I have added the word count below. (**Note:** your work must be within the word count range: for a 3 credit unit this is 1000-1500 words, and for a 6 credit unit it is 2000-2500 words.)
- I have read and understood the  [Ascentis - Malpractice and Maladministration Policy](#), and understand the consequences of non-compliance with this document.

Your full name:		Your signature *:	
Date on which assessment was set:	Date due:	Date submitted:	Extension - date due (if applicable):
Actual word count per TAQ:		Remember that your assessment's <u>overall word count</u> should sit between 1000-1500 (3 credit unit) and 2000-2500 (6 credit unit)	

* Please type your name into the signature box above and upload this document to your Learner Account. This will be accepted as your electronic signature.

PART 2: Learning outcomes and assessment criteria for this unit

The following table shows the assessment criteria that your tutor will use to mark your work. To Pass a unit you must achieve all of the assessment criteria below. This is an ungraded unit, but as it is level 3, your tutor will also give you feedback on an **indicative** Pass, Merit or Distinction on your mark sheet. This will help you to attempt graded units in future. **When you have completed your work insert the page number/s on which, in your opinion, you have met each of the assessment criteria.**

LEARNING OUTCOMES (LOs)	ASSESSMENT CRITERIA (ACs)
The student should be able to:	The student has achieved the learning outcomes because s/he can:
1 Know the main features of prokaryotic and eukaryotic cells	1.1 Compare the ultra-structure of a prokaryotic and a eukaryotic cell
	1.2 Relate structure to function in named specialised eukaryotic cells
2 Describe the main features of eukaryotic membrane structure	2.1 Explain the importance of the major components of the fluid mosaic model and of plasma membranes
3 Demonstrate an understanding of how substances may enter and leave cells	3.1 Evaluate the importance of active and passive transport mechanisms
4 Demonstrate an understanding of the importance of mitosis in cell division	4.1 Describe the key stages of mitosis
	4.2 Explain the biological significance of mitosis
5 Demonstrate an understanding of the importance of meiosis in sexually reproducing organisms	5.1 Relate the key stages of meiosis to its biological functions

To pass a unit your work needs to meet each AC. Complete this table to evidence that you have completed everything (for you, your tutor and the internal and external verifiers).

When an assessment asks you to evidence certain skills, you'll be given some tips. And of course you can ask your tutor for advice any time.

There are some phrases that you may not be familiar with when answering TAQs or trying to match your answers with assessment criteria. Here are some helpful tips:

To compare	Identify the similarities and differences between two or more phenomena. Say if any of the shared similarities or differences are more important than others. 'Compare' and 'contrast' will often feature together in an essay question.
To describe	Give an account of the properties of something, its features or characteristics, or how it looks / smells so as to provide an accurate description of it.
To evaluate	To review the information stressing advantages, disadvantages and limitations and then bring the information together in the form of a conclusion. Give evidence to support the views and/or statements.

To explain	To say how and/or why something occurs and setting out its meaning in detail (with reasons) to make it more understandable. To give an example of what you mean, start with the topic and then give the 'how' or 'why'.
To relate	Show how things are connected, and how they possibly affect, cause, or resemble each other.



Further resources:

You will need to be logged in to your Learner Account to access these resources.



We advise that you check the [Ascentis Subject Set Unit Specifications – Biology](#) (or [Ascentis – Subject Set Unit Specifications – Human Physiology](#)) for the 'indicative content' of the unit, as this may help you to understand how you could meet specific assessment criteria



[DLC Student Handbook](#)

DLC Library: Log in to your Learner Account and click on 'Library' to view various resources to help you with your learning.

For any table, you can add more rows if necessary. If you are unsure about how to do this, please see the following:



[DLC Learning materials: Study Skills - How to use I.T.](#)

PART 3: Your comments on this assignment

You're encouraged to give your feedback on every assessment that you complete.

TAQ 1:

Part 1:

a)

b)

c)

Word count:

Part 2:

Word count:

