

## ETS 1 – Research Report Writing Assessment Marking Criteria

---

### Note to teachers and students

Many of the marking criteria on the following pages are broken down into four categories and may contain phrases like those that follow:

<b><u>Section of the Report</u></b>  <i>5 marks</i>	<b>5 – 4.5 marks</b>	<b>4 – 3.5 marks</b>	<b>3 – 2.5 marks or below</b>	<b>2 marks or below</b>
	...insightful...	...clear and relevant...	...expresses / identifies / supports ... <b>but some parts may not be clear, logical or convincing...</b>	... limited ... unclear ... inaccurate ... not relevant ... not be fully developed, clear, logical or convincing ...

To fully understand the marking criteria, it is important to understand what some of these phrases mean:

#### **Insightful:**

To understand the true nature of a thing. To be able to look clearly and deeply into a problem and show an understanding of many aspects of the issue, not just those aspects that are given to you. To be aware of causes, implications and consequences.

#### **Clear and relevant:**

To address the question/task in an organised and logical manner based on the information that is given to you. Grammar is not taken into consideration unless it impedes meaning.

#### **Expresses / identifies / supports ... but some parts may not be clear, logical or convincing:**

To give an answer that mostly addresses the question / task correctly, but with some parts of the explanation or analysis not expressing the meaning clearly, not logically linking ideas together (for example, linking cause and effect), or not providing strong reasons to support your ideas.

#### **Limited ... unclear ... inaccurate ... not relevant ... not be fully developed, clear, logical or convincing:**

To not address the question/task in enough detail to satisfy the requirements of the ETS 1 course. The information may have been communicated in a confusing manner, contain factual errors or information that is not related to the question being asked.

## ETS 1 – Research Report Writing Assessment Marking Criteria

Note to markers: If a student's work has elements of 2 marking categories, the mark should be given from the category that best reflects the student's work.

### Findings: 10 marks total (5 marks for each finding)

**Key data** refers to information such as graph elements, values, percentages and dates.

Finding (Chart)	5 – 4.5 marks	4 – 3.5 marks	3 - 2.5 marks	2 marks or below
<b>5 marks for each chart</b>  <i>Note: Line charts should be described as trends. Other charts as comparatives.</i>	<p>The graph presentation shows a clear structure, i.e. <b>clear</b> introduction of subject &amp; purpose of graph, description of key data &amp; conclusion.</p> <p>All relevant data presented <b>accurately</b> and <b>logically</b> using appropriate language for the graph type (comparative / trend).</p> <p>Clear &amp; relevant concluding sentence with accurate &amp; correct in-text reference.</p>	<p>The graph presentation shows a clear structure, i.e. introduction of subject &amp; purpose of graph, description of key data &amp; conclusion.</p> <p><b>Mostly</b> relevant data presented accurately and logically, <i>with occasional but nonintrusive lapses</i>, using <i>mostly</i> appropriate language for the graph type (comparative / trend).</p> <p>Clear &amp; <i>mostly</i> relevant concluding sentence with accurate &amp; correct in-text reference.</p>	<p>The graph presentation <b>shows</b> a basic structure, i.e. introduction of subject &amp; purpose of graph, description of key data &amp; conclusion, <b>but one element may be</b> implied or unclear.</p> <p>Mostly relevant data presented <i>with some lapses in accuracy or logic</i>, using <i>some</i> appropriate language for the graph type (comparative / trend).</p> <p>Concluding sentence is stated or implied, but may only be <i>partially</i> relevant, with <i>mostly</i> accurate in-text reference.</p>	<p>Two or more parts of the graph presentation is <b>unclear</b> or <b>missing</b>, i.e. introduction of subject &amp; purpose of graph, description of key data &amp; conclusion.</p> <p>Key data may be <b>insufficient</b> or <b>too general and presented mechanically</b>, with 50% or more being <b>inaccurate</b> or <b>irrelevant</b>. Language used to describe the data may be inappropriate for the graph type (comparative / trend).</p> <p>Concluding sentence missing or irrelevant. In-text reference missing or inaccurate.</p>

### Analytical Discussion: 10 marks total (5 marks for each section)

Interpretation	5 – 4.5 marks	4 – 3.5 marks	3 – 2.5 marks or below	2 marks or below
<b>5 marks</b>	<p>Provides <b>insightful</b> links/generalisations that <b>draw connections or relationships between data sets</b>.</p> <p>Expresses a <b>convincing &amp; clear</b> opinion about reasons, explanations or presents implications of specific comparisons or trends.</p> <p>Accurate in-text referencing given when using key data (values, percentages, numbers etc.).</p>	<p>Provides links/generalisations that <b>draw connections or relationships between data sets</b>.</p> <p>Expresses a <b>relevant opinion</b> about reasons, explanations or presents implications of specific comparisons or trends, though it could be developed further.</p> <p>Accurate in-text referencing given when using key data (values, percentages, numbers etc.).</p>	<p>Some links/generalisations provided that <b>draw connections or relationships between data sets</b>.</p> <p>Expresses an opinion about reasons, explanations or presents implications of specific comparisons or trends, <b>but some parts may not be clear, logical or convincing</b>.</p> <p>In-text referencing of key data (values, percentages, numbers etc.) with one or two errors.</p>	<p>Very limited, confusing or no links/generalisations made to <b>draw connections or relationships between data sets</b>.</p> <p><b>No opinion</b> or <b>irrelevant</b> opinion given about reasons, explanations or presents implications of specific comparisons or trends.</p> <p>Limited or incorrect referencing.</p> <p><i>* A maximum of 1 mark if only a repeat of information from section 2.</i></p>

<b>Evaluation</b>	<b>5 – 4.5 marks</b>	<b>4 – 3.5 marks</b>	<b>3 – 2.5 marks or below</b>	<b>2 marks or below</b>
<b>5 marks</b>	<p>Expresses a <b>convincing &amp; clear</b> opinion on how the key data from Findings/Interpretation address the issue raised in 1.2 purpose of the report.</p> <p>Supports the opinion with <b>relevant</b> evidence from the Findings / Interpretation and <b>insightful</b> reasons, explanations or implications.</p> <p>Correct in-text referencing if necessary.</p>	<p>Expresses a <b>relevant &amp; clear opinion</b> on how the key data from Findings/Interpretation address the issue raised in 1.2 purpose of the report.</p> <p>Supports the opinion with <b>relevant</b> evidence from the Findings / Interpretation and <b>relevant</b> reasons, explanations or implications.</p> <p>Correct in-text referencing where necessary.</p>	<p>Expresses an opinion on how the key data from Findings / Interpretation address the issue raised in 1.2 purpose of the report.</p> <p>Supports the opinion with evidence from the Findings / Interpretation and provides reasons, explanations or implications, <b>but some parts may not be fully developed, clear, logical or convincing.</b></p> <p>Mostly correct in-text referencing where necessary.</p>	<p>Does not express an opinion, or expresses an opinion not clearly related to how Findings / Interpretation address the issue raised in 1.2 purpose of the report.</p> <p>Supports the opinion with evidence from the Findings / Interpretation and provides reasons, explanations or implications, <b>but some parts may not be fully developed, clear, logical or convincing.</b></p> <p>Incorrect in-text referencing where necessary.</p>

### Conclusion: 5 marks total (2.5 marks each)

<b>Conclusion</b>	<b>2.5 marks</b>	<b>2 marks</b>	<b>1.5 marks</b>	<b>1 mark or below</b>
<b>Limitations</b> (2.5 marks)	Clearly identifies 2 limitations showing what the research limitations are in reference to the key data and opinions given in section 3.2 Evaluation.	Clearly identifies 2 limitations showing what the research limitations are in reference to the key data and opinions given in section 3.2 Evaluation.	Identifies 2 research limitations that partly address the key data and opinions given in Section 3.2 Evaluation, or only 1 limitation that clearly addresses the key data.	Does not identify or identifies irrelevant research limitations in reference to the key data and opinions given in section 3.2 Evaluation.
<b>Recommendations</b> (2.5 marks)	Explains clearly and logically how the research is limited by those limitations.	Explains how the research is limited by those limitations, though the explanation could be further developed.	Explains how the research is limited by those limitations, but some parts may not be clear, logical or convincing.	Does not explain how the research is limited by those limitations, or the explanation is not logical, meaningful, or relevant.  * A max. of 1 mark if only repeated information from other sections
	Recommendations are <b>logically linked</b> to the <b>research limitations</b> or provide clear and practical solutions to the limitation of research.	Recommendations are <b>logically linked</b> to the <b>research limitations</b> or provide mostly practical solutions to the limitation of research.	Recommendations may be only <b>partly logically linked</b> to the <b>research limitations</b> or may not provide <b>practical</b> solutions to the limitation of research.	Recommendations are missing or not related to the <b>research limitations</b> .

Sentence Structure, Grammar and Syntax: 20 marks total (10 marks for each section)					
<b>Sentence &amp; Clause Structure</b>  10 marks	10-9 marks	8-7 marks	6-5 marks	4-3 marks	2 marks or lower
	Various sentence & clause structures are <b>correctly &amp; accurately used</b> , i.e. compound, complex & compound complex sentence structure.	<b>Correct use of sentence &amp; clause structure</b> i.e. compound, complex & compound complex sentence structure with <b>some non-systematic errors</b> .	<b>Limited use of sentence &amp; clause structure</b> ; the meanings are expressed through mostly simple and basic sentences. <b>Some systematic errors, but not intrusive</b> .	<b>Attempted to use complex sentence &amp; clause structure</b> but errors persistent, <b>some intrusive</b> .	<b>Errors are intrusive &amp; showing only occasional or no control of sentence &amp; clause structure</b> .
<b>Grammar and Syntax</b>  10 marks	10-9 marks	8-7 marks	6-5 marks	4-3 marks	2 marks or lower
	<b>Consistent, appropriate use</b> of verb tenses, forms, voice & modality.  Consistent, accurate use of parts of speech, vocabulary and spelling.  Consistent, appropriate use of articles, prepositions, conjunctions, linking words and punctuation.	<b>Appropriate use</b> of verb tenses, forms, voice & modality.  Accurate use of parts of speech, vocabulary and spelling.  Appropriate use of articles, prepositions, conjunctions, linking words and punctuation.  <b>Some non-systematic errors</b> may be present that <b>do not impeded meaning</b> .	<b>Limited (some) control</b> of verb tenses, forms, voice & modality.  Limited (some) control of parts of speech, vocabulary and spelling.  Limited (some) control of articles, prepositions, conjunctions, linking words and punctuation.  Some repetitive language uses or language errors that <b>occasionally impede meaning</b> .	Systematic errors that are intrusive and affect meaning.  Some parts may be copied from the Task Sheet.  Repetitive text.	Errors prevalent which severely affect meaning.  Large parts of the text is repetitive or copied from the Task Sheet.

### Special Categories:

**1. The length:** If the report is under-length. The following penalties will apply:

490-480 words: -1 mark	479-460 words: -2 marks	459-450 words: -3 marks	Below 449 words: Refer to subject / course coordinator
------------------------	-------------------------	-------------------------	--

**2. Formatting:** If the report does not follow the formatting requirements listed in the Report Task Sheet

The following elements missing, inconsistent and/or incomplete: TOC; Page numbers including correct page number and number of pages, Headings; Subheadings; Spacing between paragraphs and/or lines.  <b>1 error – 0.5; 2 to 3 errors – 1; 4 to 5 errors – 2</b>
---