**Stage 2 English as Second Language Studies**

**Assessment Type 3: Investigation**

**Research Report**

**Task:**

Undertake an investigation of a topic for an extended time and present your findings as an academic report.

**Description of assessment:**

1. Decide on the topic for your investigation*.*This investigation could be about a social, environmental, political or cultural topic or a topic of interest.
2. Narrow the topic to a defined focus that is manageable by formulating a clearly stated question or hypothesis.
3. Develop strategies to organise and breakdown the activity into manageable task. You could write a plan, use a mind map or devise a series of subheadings or questions. Discuss the plan with your teacher.
4. You should now gather and note resources. Try to use primary resources such as surveying, interviewing, writing letters, emails or making phone calls, and secondary resources such as books, newspaper or magazine articles, websites documentaries or television. Make sure you synthesise and paraphrase information into your own words.
5. After completing the interaction present:

* a 200 word abstract which summarises the content of the investigation and introduces the reader to the major findings
* the findings of the investigation in the form of a report of up to a maximum of **1000 words.**
* It should be clearly structured, with an introduction that indicates its focus question or hypothesis. The conclusion should summarise and evaluate the information in the body of the investigation. The presentation includes references presented in a consistent academic style:
  + the body of the report should be organised under **headings and subheadings;** and include **a table of contents.**

**How to write an abstract for the ESL Studies Investigation Presentation.**

An abstract is a 200-word summary of your completed investigation. The purpose of an abstract is to inform and to make the reader want to learn more about your research. The style of an abstract should be concise and clear.

These are the basic components of an abstract:

1. **The investigation focus** (i.e. statement of the focus question/hypothesis)
2. **Research methods/approach:** What did you do to get your results? (e.g. surveyed, interviewed, internet sources) Keep this brief.
3. **Results/findings**
4. **Conclusion/recommendations:** What are the larger implications of your findings about the issue?

**Writing tips**

* An abstract appears as the first section of a paper but **it should be written last.** You need to have completed all other sections before you can select and summarise the essential information from those sections.
* Go to the first section of your essay or report. Jot down the main idea in each paragraph or section. Group these ideas into a single sentence around a central idea or point.
* Work through the remainder of the sections of the essay or report in the same way.
* You should now have several sentences that need to be revised and re-written so that they flow logically and clearly as a summary of the essential information from your investigation.
* Choose objective and formal language. You can achieve an academic tone by using such techniques as nominalisation and passive voice, for example:

*A variety of primary and secondary research methods were used including…..*

and

*A number of significant recommendations emerged from the investigation…..*

### *Assessment Design Criteria*

### Knowledge and Understanding

KU1 Knowledge and understanding of the ideas, concepts, and issues in texts.

KU3 Knowledge and understanding of the ways in which texts are composed for specific purposes and audiences.

KU4 Knowledge and understanding of context-specific or technical vocabulary.

**Analysis**

An1 Analysis of the relationship between the purpose, structure, and language features of a range of texts.

An2 Location, recording, analysis, synthesis, and evaluation of ideas, information, and opinions from a range of texts.

**Application**

Ap1 Selection and use of information from a range of sources.

Ap2 Meaning that is conveyed and exchanged in familiar and unfamiliar contexts.

Ap3 Use of text-appropriate language features to make meaning.

Ap4 Use of evidence from a range of sources to build logical and coherent texts or arguments.

**Communication**

C1 Clarity and coherence in written and spoken communication, using appropriate vocabulary.

C2 Demonstration of grammatical control and complexity.

C3 Use of formal and objective language.

Performance Standards for Stage 2 English as Second Language Studies

|  | Knowledge and Understanding | Analysis | Application | Communication |
| --- | --- | --- | --- | --- |
| A | Comprehensive knowledge and sophisticated understanding of the ideas, concepts, and issues in texts.  Comprehensive knowledge and understanding of the relationship between contexts and texts.  Thorough knowledge and understanding of the ways in which texts are composed for specific purposes and audiences.  Comprehensive knowledge and sophisticated understanding of context-specific or technical vocabulary. | Comprehensive analysis of the relationship between the purpose, structure, and language features of a range of texts.  Highly effective location, recording, analysis, synthesis, and evaluation of ideas, information, and opinions from a range of texts. | Comprehensive selection and use of information from a range of sources.  Complex meaning that is conveyed and exchanged appropriately in familiar and unfamiliar contexts.  Comprehensive use of text-appropriate language features to make meaning.  Adaptation and use of evidence from a range of sources to build logical and coherent texts or arguments. | Consistently clear and coherent writing and speaking, with a sophisticated vocabulary.  Evidence of sophisticated grammatical control and complexity.  Precise use of formal and objective language.  Fluent use of interpersonal language to sustain spoken interaction. |
| B | Well-considered knowledge and understanding of the ideas, concepts, and issues in texts.  Detailed knowledge and understanding of the relationship between contexts and texts.  Effective and considered knowledge and understanding of the ways in which texts are composed for specific purposes and audiences.  Effective and considered knowledge and understanding of context-specific or technical vocabulary. | Effective analysis of the relationship between the purpose, structure, and language features of a range of texts.  Effective and considered location, recording, analysis, synthesis, and evaluation of ideas, information, and opinions from a range of texts. | Effective and considered selection and use of information from a range of sources.  Meaning that is conveyed and exchanged appropriately in familiar and unfamiliar contexts.  Effective use of text-appropriate language features to make meaning.  Adaptation and use of evidence from a range of sources to build mostly logical and coherent texts or arguments. | Usually clear and coherent writing and speaking, with a sound vocabulary.  Evidence of sound grammatical control and complexity.  Proficient use of formal and objective language.  Effective use of interpersonal language to sustain spoken interaction. |
| C | Considered knowledge and understanding of the ideas, concepts, and issues in texts.  Appropriate knowledge and understanding of the relationship between contexts and texts.  Some considered knowledge and understanding of the ways in which texts are composed for specific purposes and audiences.  Some considered knowledge and understanding of context-specific or technical vocabulary. | Appropriate analysis of the relationship between the purpose, structure, and language features of a range of texts.  Appropriate location and recording, and some analysis, synthesis, and evaluation of ideas, information, and opinions from a range of texts. | Appropriate selection and use of information from a range of sources.  Simple meaning that is conveyed and exchanged appropriately in familiar and unfamiliar contexts.  Considered use of text-appropriate language features to make meaning.  Adaptation and use of evidence from a range of sources to build mostly logical texts or arguments. | Generally clear and coherent writing and speaking, with an appropriate vocabulary.  Evidence of appropriate grammatical control and complexity.  Appropriate use of formal and objective language.  Appropriate use of interpersonal language to sustain spoken interaction. |
| D | Some recognition and understanding of the ideas, concepts, and issues in texts.  Some recognition and understanding of the relationship between contexts and texts.  Some recognition and awareness of the ways in which texts are composed for specific purposes and audiences.  Some recognition and awareness of context-specific or technical vocabulary. | Partial recognition of the relationship between the purpose, structure, and language features of mainly familiar texts.  Some location, recording, and description of ideas, information, and/or opinions from a narrow range of texts. | Partially successful selection and use of information from a narrow range of sources.  Partial meaning that is conveyed and exchanged in a narrow range of familiar and unfamiliar contexts.  Partial use of text-appropriate language features to make meaning.  Adaptation and use of evidence from a range of sources to build partially logical texts or arguments. | Occasionally clear and coherent writing and speaking, with a restricted vocabulary.  Evidence of partial grammatical control and complexity.  Restricted use of formal and objective language.  Basic use of interpersonal language to sustain spoken interaction. |