**BSB123 Data Analysis**

**Assessment 2: Research Report (30% of total grade)**

**Marking Criteria**

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| **Criteria** | **Grade** | **7** | **6** | **5** | **4** | **<4** | **Weight** |
| **KS (1.1): Demonstrate and apply integrated discipline (including technical) knowledge across the broad field of business with depth in one or more core business disciplines** |
| **Application of statistical knowledge** | Selects and correctly uses relevant graphs and statistical concepts throughout the report | Selects mostly relevant graphs and statistical concepts, and uses them appropriately throughout the report | Selects mostly relevant graphs and statistical concepts, but with occasional inappropriate use | Selects only a limited range of relevant graphs and statistical concepts, with some incorrect use | Unable to select and use relevant graphs and statistical concepts | 20% |
| **KS (1.2): Apply technical and technological skills appropriate and effective for real world business purposes and contexts** |
| **Analysis of data**  | Analysis methods appropriate for comprehensively and critically investigating the research question were selected; all analyses and calculations were correctly performed | Appropriate analysis methods were selected comprehensively investigating most aspects of the research question ; most analyses and calculations were correctly performed | Analysis methods relevant to some aspects of the research question were selected, though narrowly addressing the research question ; most analyses and calculations were correctly performed though minor errors are present | Some analysis methods relevant to the research question were selected, though minimally addressing the research question ; substantive errors are evident in the analysis and/or calculations | Analysis methods were not appropriately selected or were not relevant to the research question; multiple major errors present in analysis and/or calculations | 50% |
| **HO (2.1): Exercise independent judgment and initiative in adapting and applying knowledge and skills for effective planning, problem solving and decision making in diverse contexts** |
| **Interpretation and explanation of research findings** | Results are presented clearly and interpreted correctly and comprehensively; research findings are critically discussed in depth and are coherently related to all aspects of the analysis and research problem | Results are presented clearly and interpreted correctly in some detail; research findings are well discussed in detail in relation to most parts of the analysis and research problem | Results are mostly presented clearly, though minor errors of interpretation are evident; research findings are well discussed in relation to some aspects of the analysis and research problem, though explanation is lacking in detail in parts | Some results have been presented and interpreted correctly though substantive errors in explanation and/or interpretation are present; research findings do not sufficiently address the research question and/or analysis, and contain minimal explanation | Little or no attempt to present or interpret results, or attempt contains major interpretation errors; research findings lack relevance to the analysis and/or research question and are provided with little or no explanation | 20% |
| PC (3.1): Use information literacy skills, and communicate effectively and professionally in written forms and using media appropriate for diverse purposes and contexts |
| **Written expression and integration of relevant statistical findings** | Writes fluently and clearly using language, format, and structure that always adheres to the report genre; meaning is clearly articulated and effectively expressed, and relevant to task | Language is generally fluent and clear; format and structure mostly appropriate for the report genre; meaning is effectively expressed and relevant to task | Writes generally fluently with occasional grammatical errors; format and structure not always appropriate for report genre; meaning generally clear and relevant to task but lacks clarity in parts | Meaning is apparent but not clearly and fluently expressed, with limited relevance to the task; format and structure not always appropriate for the report genre | Meaning is confusing or mostly irrelevant to task with frequent grammatical errors; format/structure inappropriate for the report genre (or not meeting proper academic standard, e.g. plagiarism) | 10% |