

Level: M2 (Lang & Cult)

Course: Research Reports

Allotted Time: 1h30 min

Student's full name:

Date: 15 /01/2026

Teacher: Malkia Souhila

First Semester Exam

Evaluation Criteria: Responses will be graded on the scientific accuracy as well as the linguistic quality. This includes grammar, spelling, and punctuation. High importance is placed on academic register, logical coherence cohesion.

Task One: In a Research Report, these sections serve distinct purposes. Briefly distinguish between them: **(10 pts)**

1. Research Methodology and Research Design

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2. Literature Review and Background of the study

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3. Primary Data and Secondary Data

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4. Citations and References

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Task 02: Most journals follow the IMRaD model. In a short, well-coherent composition, explain each part of this model and how they logically connect to one another.(10pts)

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Answer Key for the First Semester Exam

Task One: Distinguishing Research Report Sections (10 pts)

Each distinction is worth 2.5 points, evaluated as follows:

2.5 pts (Excellent): The distinction is precise, complete, and elegantly phrased. It correctly identifies the unique core purpose of each term and highlights their relationship or contrast using clear, academic language.

2.0 pts (Proficient): The distinction is correct and clear. It captures the essential difference between the terms but may lack some nuance or the most elegant phrasing.

1.0 pt (Basic): The distinction is partially accurate but vague or imbalanced. One term may be well-defined while the other is unclear, or the explanation may confuse their roles. The language may be simplistic.

0 pts: The distinction is incorrect, irrelevant, or missing.

Research Methodology and Research Design

The Research Design is the overarching strategic plan or blueprint of your study. It defines the logical structure answering 'what' you plan to do (e.g., a case study, an experiment, a longitudinal survey). The Research Methodology, in contrast, details the specific, practical procedures and tools you will use to execute that plan. It explains 'how' you will do it, describing the techniques for data collection (e.g., interviews, questionnaires) and analysis (e.g., statistical tests, thematic coding). The design is the architecture; the methodology is the construction process.

Literature Review and Background of the Study

The Background of the Study sets the stage by presenting the specific real-world context, problem, or situation that motivated your research. It answers the question, "What is happening that necessitates this investigation?" The Literature Review then builds upon this context by engaging in a scholarly conversation. It synthesizes and critiques existing academic work (theories, prior studies) related to your problem, identifies gaps your research will fill, and establishes your study's intellectual foundation. The background provides the practical "why," while the literature review establishes the academic "where" your work fits in.

Primary Data and Secondary Data

Primary Data is original information collected firsthand by the researcher, specifically for the current research project. It is "new" data gathered through tools like surveys, experiments, or interviews. Secondary Data refers to existing information that was collected by someone else for a

different purpose but is being repurposed for your analysis. Examples include government census data, historical archives, or previously published journal articles. The key distinction lies in the origin: primary data is you going out and generating it; secondary data is you finding and interpreting what already exists.

Citations and References

Citations are the brief, in-text markers (e.g., (Author, 2023) or Author (2023) argues...) that point the reader to the source of a specific idea, quote, or finding within the body of your report. They act as signposts acknowledging the work of others in the moment. The **References** list (or Bibliography) is the comprehensive, detailed catalog at the end of the document. It provides full publication details for every source cited, allowing readers to locate them. Citations are the acknowledgments in the narrative; the References list is the complete address book.

Task Two: Explaining the IMRaD Model (10 points total)

Assessed on **Content/Logic (7 pts)** and **Form/Coherence (3 pts)**.

A. Content and Logical Coherence (7 points):

7-6 pts (Excellent): Provides a thorough and insightful explanation of all four IMRaD sections. Clearly defines the unique purpose of each (Introduction=gap/purpose, Methods=how, Results=what, Discussion=meaning). Explicitly and effectively explains the logical, narrative connection between the sections, demonstrating how they form a cohesive research argument.

5-4 pts (Proficient): Provides a correct and solid explanation of the four sections. Defines the purpose of each adequately. Describes the logical flow between them, though the connection may be stated generally rather than explored in depth (e.g., "The Methods follow from the Introduction").

3-2 pts (Basic): Presents a limited or partially accurate explanation. May list or briefly describe the sections but with significant omissions or inaccuracies. The logical connection between parts is vague, implied, or missing. The response may misinterpret the function of one or more sections.

1-0 pts (Inadequate): Explanation is seriously flawed, off-topic, or demonstrates a major misunderstanding of the IMRaD structure and logic.

B. Form and Academic Quality (3 points):

3 pts (Excellent): Well-structured as a short composition with a flowing narrative. Uses sophisticated, precise academic vocabulary and flawless grammar, spelling, and punctuation. Tone is consistently formal and appropriate.

2 pts (Proficient): Generally coherent and structured. Ideas are presented clearly. Uses correct academic register with only minor lapses in word choice or a few grammatical/spelling errors that do not hinder understanding.

1 pt (Basic): Poorly organized or awkwardly phrased. Academic register is inconsistent (may shift to an informal tone). Contains: frequent errors in grammar, spelling, or punctuation that distract the reader.

0 pts: Illegible, completely off-topic, or insufficient length to evaluate.