

Solutions

Authored self-check guidance: accept equivalent correct methods and supported interpretations. The points check reasoning, not an official grade.

2.1 B – Analysis needs an explicit relationship and reasoning. A only repeats a view; C avoids the required relationship; D offers no relevant argumentative connection.

Correct response linked to the given case.

2.2 B – Explain how the example supports the policy. A assumes agreement without support; C is irrelevant to the policy; D asserts a slogan without explaining evidence.

Correct response linked to the given case.

2.3 counterargument – Responding to it can clarify limits or strengthen the position.

Correct response linked to the given case.

2.4 False – The writing domains require human review and the official rubric.

Correct response linked to the given case.

3.1 A mixed system agrees with P1 that predictable access matters, accepts P2’s concern about unexpected needs and online barriers, and develops P3’s compromise by specifying capacity, alternative booking routes and review. It rejects P1’s universal requirement while avoiding unrestricted queues.

Sound conclusion or proposed method. Relevant supporting steps or textual evidence. Accurate conditions, checks or qualification.

3.2 A learning centre should make access predictable without requiring every visitor to predict every need. I would reserve some tool sessions in advance and keep others available to people who arrive without bookings. This position accepts the first perspective’s concern about wasted journeys, the second perspective’s concern about unexpected needs, and the third perspective’s warning that a compromise requires clear administration. Its success would depend on practical rules rather than the word mixed alone.

Advance booking has an important benefit. Imagine a visitor who needs a particular tool for a supervised project and must travel across town. Knowing that a session is reserved lets the visitor organise transport and bring the right materials. A queue discovered on arrival may waste both the journey and the preparation. The first perspective therefore identifies a real access problem. However, reserving every minute would solve that problem by creating another: someone whose tool breaks unexpectedly might find a room apparently full of reservations, even when several booked users do not arrive. Predictability should be protected, but it should not be confused with maximum use of every tool.

The second perspective is strongest when it focuses on barriers rather than simply celebrating spontaneity. A visitor may not have reliable internet access, may struggle with an online form, or may discover a missing tool only while working. A rule requiring online reservations would treat these different situations as failures to plan. Yet unrestricted walk-in access also has limits. The same confident regular visitors could take the earliest spaces repeatedly, while a newcomer waits without knowing when a turn will come. Re-

moving bookings would not automatically make access fair. The centre needs a visible queue and staff assistance as well as open spaces.

A mixed system can address both sets of concerns. For an initial trial, the centre could offer bookable sessions and a clearly marked number of walk-in sessions for each heavily used tool. Reservations should also be possible in person or by telephone, so that online access does not become a condition of participation. A short grace period could release an unused reservation, provided the rule is stated when the booking is made. Visitors would then know both what a reservation protects and when it expires. These are proposed trial rules, not claims that one proportion of spaces suits every centre.

Administration is a serious objection to this approach. Staff already supervise safe tool use, and a complicated allocation system could distract them. This is where the third perspective places a condition on its own compromise. The centre should start with a simple timetable for only its busiest tools, use one shared booking record, and display the next available session. If staff cannot apply a rule consistently, they should simplify it. Special exceptions that depend on who happens to be at the desk would undermine the fairness the system is intended to improve.

The trial should be judged by more than the number of reservations. Staff could record unused booked sessions, waiting times, visitors turned away, and requests for help with booking. They should also ask whether newcomers and people without internet access can obtain a turn. If unused reservations remain common, more walk-in capacity may be needed. If long journeys frequently end in disappointment, more reserved capacity may be justified. The recommendation thus concedes that the balance should change with evidence rather than remain fixed for the sake of consistency.

Shared tools exist to support learning, not to reward either perfect planning or early arrival alone. A clearly explained mixed system preserves useful certainty while leaving room for unexpected needs. Its limits must remain visible: alternative booking routes, manageable staff work, and a review of actual access. Those conditions turn a compromise into a policy that people can understand and the centre can revise.

Sound conclusion or proposed method. Relevant supporting steps or textual evidence. Accurate conditions, checks or qualification.

3.3 The model accepts predictable access from P1 but rejects making it universal; it accepts P2's barriers but tests the fairness of an unrestricted queue; it develops P3's administrative condition. Imagined visitors illustrate mechanisms and are not presented as measured results. The trial balance is explicitly revisable. Actual staffing, demand and safety requirements would be needed before selecting session lengths or capacity proportions. Other defensible positions are acceptable if they analyse the supplied perspectives and support a sustained argument.

Sound conclusion or proposed method. Relevant supporting steps or textual evidence. Accurate conditions, checks or qualification.