Exercise walk-through

5.5 Communications

GAC Academic English

Method — Key knowledge: counts, denominators and comparison limits belong in the presentation

Digital media should support the point you explain aloud. A result needs its **denominator**, unit, scope and source **attribution**. A readable table can communicate a comparison better than a crowded slide or a misleading chart. Include relevant limitations visibly and in the spoken explanation. Use labels as well as colour, make the key information accessible, and prepare a backup. A timed written plan is not an observed spoken duration; rehearse the real delivery.

Method — Source A: text or task brief

Original fictional notice-comprehension record: The first-day volunteer group had 8 correct answers out of 12; a different second-day group viewing a revised notice had 10 correct answers out of 12. Each participant answered one question about the event time. Participants and days differed, and no random assignment or controlled comparison was conducted. These counts do not isolate the revision's effect or establish overall event understanding.

Local presentation brief: Prepare a short academic update with relevant digital media. Show the comparison, identify this sheet's fictional classroom record as the source, disclose the limit and propose a next check. A three-minute rehearsal target is local, not an official GAC requirement.

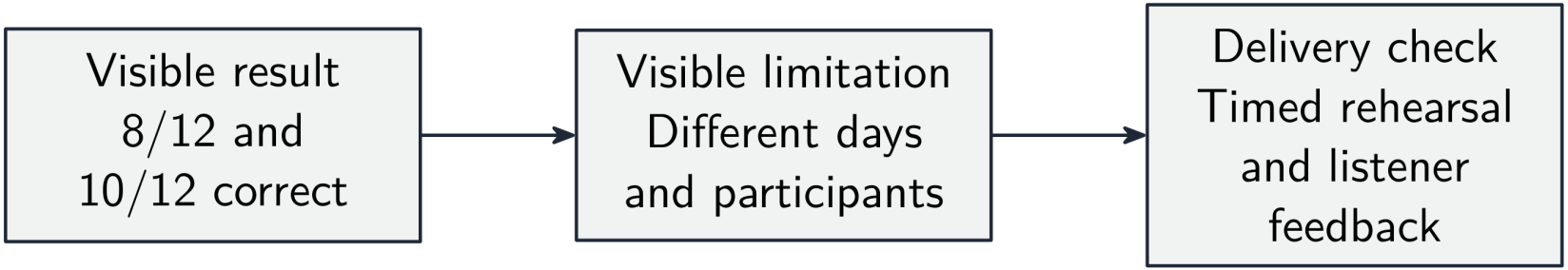
Method — Source B: response or review record

Slide draft: “Design success doubled! First 8, revised 10.” It hides denominators, uses colour without labels and claims the revised notice caused the result. The uncertainty appears only in unreadably small type. The speaker says the written script proves a three-minute delivery.
Suggested slide sequence: question and notice change; clear results table; comparison limit and next check. No actual delivery or audience feedback is recorded.

Method — Worked example: make the comparison understandable before interpreting it

Known:8 of 12 versus 10 of 12 correct answers, a difference of two people. Why retain twelve on each row? Counts alone do not show the proportions or what each group represents.

The increase from 8 to 10 is not a doubling. A labelled table and spoken explanation can report the difference while disclosing different participants and days. Name the fictional source and test audience understanding during an actual timed rehearsal.



Exercises 2.1·2.3

2.1 Give the two correct-response counts with their denominators. [2]

2.2 State the absolute difference and explain why doubled is wrong. [2]

2.3 Identify THREE problems with the slide beyond the doubled claim. [3]

Exercises 2.1·2.3

2.1 Give the two correct-response counts with their denominators. [2]

2.1

First group 8 of 12; revised-notice group 10 of 12.

2.2 State the absolute difference and explain why doubled is wrong. [2]

2.2

Two more correct respondents; doubling 8 would be 16, not 10.

2.3 Identify THREE problems with the slide beyond the doubled claim. [3]

2.3

Any three, B1 each: denominators hidden; colour-only distinction; unreadable limitation; unsupported causal claim; written length does not prove delivery duration.

Exercises 2.4·3.1

2.4 State the measured outcome, one comparison limitation and the source label the update should use. [3]

3.1 Plan three relevant slides and explain how THREE design or rehearsal choices support the audience. [6]

Exercises 2.4·3.1

2.4 State the measured outcome, one comparison limitation and the source label the update should use. [3]

2.4

Correct answer about event time; different participants/days or no controlled assignment; original fictional classroom record supplied in this sheet.

3.1 Plan three relevant slides and explain how THREE design or rehearsal choices support the audience. [6]

3.1

Question/change slide; results table 8/12 and 10/12; visible limit/source/next-check slide; explains clear labels/denominators or readable contrast; explains accessible description/backup or visible uncertainty; actual timed rehearsal/listener feedback checks delivery/understanding.

Exercise 3.2

3.2 Write an 80–110 word spoken update using the comparison accurately and explaining how the planned media and rehearsal will support understanding. [8]

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3.2

Local analytic rubric, 8 × B1: accurate eight/twelve and ten/twelve result; measured event-time answer rather than whole-event understanding; two-response difference without doubling; different-group/day causal limit; readable labelled media with denominators; visible fictional source and uncertainty; actual timed rehearsal/listener understanding and useful backup; coherent truthful 80–110 word response. Example: “Our fictional classroom record shows eight correct event-time answers out of twelve in the first group and ten out of twelve in the revised-notice group. That is two more correct responses, not a doubling. Different participants and days prevent us from isolating the notice revision’s effect. I would show both denominators in a clearly labelled table and keep the limitation and source visible. A final slide could propose a more comparable test. Before presenting, I would time the actual rehearsal, check whether a listener understands the difference and its limit, and prepare an accessible static backup.”