

2.6 Plan and synthesize source ideas for a short essay

Name: _____ Class: _____ Date: _____ **Total: 24 marks**

KEY WORDS outline 提纲 • thesis 论点 • synthesis 综合

Objective

Plan and synthesize source ideas for a short essay. This is original GAC002-aligned practice, not an official assessment. All people, texts, records and instructions are fictional. This sheet’s word ranges and analytic points are local teaching conventions, not official assessment specifications.

1 Key knowledge and worked examples

■ **Key knowledge: an outline should answer the question rather than list sources**

An **outline** 提纲 plans the argument before full sentences are written. A **thesis** 论点 answers the task’s question and sets the scope of the claim. **Synthesis** 综合 combines relevant ideas from sources around that argument, identifying agreement, differences and limits.

A paragraph needs a main point, relevant source-based support and an explanation linking the support to the argument. A conclusion answers the question without adding new evidence. Adapt your style to an academic reader, and keep source credit even when combining or paraphrasing ideas. A plan is not evidence that a proposed intervention already worked.

■ **Source A: text or task brief**

Local essay question: Should the fictional study centre trial a bookable device-free room? Use both supplied notes to propose a limited trial, rather than claim proven effects.

Note A — Rao (2026), Study-centre questionnaire, classroom practice note: Of 30 volunteers who answered an informal questionnaire, 18 said phone notifications sometimes interrupted their study. Respondents selected themselves; the note does not represent all students or measure learning gains.

Note B — Chen (2026), Access-support note, classroom practice note: Some students use devices for dictionaries, accessible text or necessary messages. A device-free option should be voluntary and should not remove the existing room where devices are permitted. No attendance or learning-outcome data are supplied.

For this local exercise, identify borrowed ideas with (Rao, 2026) or (Chen, 2026). Both notes are fictional, not published research.

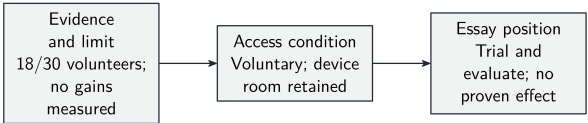
■ **Source B: response or review record**

Outline draft:

1. Everyone’s phone damages learning.
2. Copy all of Rao’s note.
3. Copy all of Chen’s note.
4. The new room has already increased everyone’s marks.

Review request: Develop an introduction with a limited position; one paragraph combining the distraction concern with sample limits; one paragraph combining voluntary access with device needs; and a conclusion proposing what a trial should check.

■ **Worked example: combine a concern with the condition on which it can be addressed**



Known: some self-selected respondents reported interruptions, while another note describes useful device access. Why combine them? A voluntary additional room may address a reported concern without removing device access for others.

A limited thesis is “The centre could trial an optional device-free room while retaining a device-permitted space.” This is a proposal, not a proven solution. Each body paragraph should link source evidence and its limits to the proposed trial.

2 Practice

2.1 State the exact reported count and one sampling limitation in Note A. [2]

2.2 Identify TWO conditions in Note B for a device-free option. [2]

2.3 Write a thesis that answers the question while preserving the limited evidence and access conditions. [3]

2.4 Explain THREE faults in the outline draft. [3]

3 Exam-style questions

3.1 Give a four-part outline matching the review request. Explain how one body paragraph combines ideas rather than merely summarising one source. [6]

3.2 Write an 80–110 word academic proposal paragraph using both notes, with source credit, a limited position and a way to evaluate the trial. [8]

Solutions

2.1

18 of 30 volunteer respondents reported occasional interruptions; self-selection/nonrepresentative sample.

2.2

Voluntary participation; retain existing device-permitted room.

2.3

Proposes limited trial rather than universal/proven solution; optional device-free room; retained device-permitted space/access needs.

2.4

Any three, B1 each: everyone/learning-damage claim unsupported; copied notes do not synthesize/need honest source use; no trial outcomes or mark gains supplied; missing voluntary/access condition; no argued position/evaluation plan.

3.1

Introduction with limited thesis; distraction concern with sampling limit; voluntary/access paragraph with retained room; conclusion proposes checking trial without new invented evidence; explains a connection between relevant source ideas; explains how this connection supports the limited position.

3.2

Local analytic rubric, $8 \times B1$: clear limited proposal rather than proven outcome; accurate 18/30 report; self-selection and no measured learning-gain limit; Rao source credit; relevant device-access needs and Chen credit; voluntary choice and retained device-permitted space; synthesis and proposed evaluation without invented results; coherent truthful 80–110 word response. Example: “The centre could trial an optional device-free room while retaining its device-permitted space. Eighteen of thirty volunteer respondents reported occasional notification interruptions, but the self-selected questionnaire does not establish effects on learning or represent every student (Rao, 2026). Some students need devices for dictionaries, accessible text or necessary messages, so participation should remain voluntary (Chen, 2026). Together, these notes support testing an additional choice rather than imposing a universal restriction. During a limited trial, the centre could record use and invite feedback about access and interruptions. It should evaluate those records before deciding whether to continue.”