

6.2 Select and reference sources that match the actual research question

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

KEY WORDS relevance 相关性 • source log 来源记录 • reference 参考文献

Objective

Select and reference sources that match the actual research question. This is original GAC015-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. Sources supplied here are original fictional classroom material. Actual research coursework requires genuine retrieved sources, verified methods and references in the required style.

1 Key knowledge and worked examples

■ Key knowledge: relevance, transparency and outcome fit must be checked together

A source’s **relevance** 相关性 depends on the question you need to answer. A transparent method is useful, but it does not make every conclusion appropriate. Check the measured outcome, participants, comparison and limits.

Keep a **source log** 来源记录 with accurate identification and locators. A **reference** 参考文献 in real research should allow retrieval in the required style; do not invent publication details. These original cards are explicitly fictional language practice, not clinical evidence or health advice.

■ Source A: text or task brief

Writing question: Does the supplied evidence support investigating reminders to reduce missed appointments?

Original fictional card O, Observation, §1: One service recorded ten missed appointments out of fifty before reminders and six out of fifty after reminders. The groups came from different months, without random assignment. Appointment types and transport differences were not recorded. Recovery, safety and treatment quality were not measured.

Original fictional card A, Advertisement, §1: “Our reminder system improves care.” No measured outcome, participants, method or comparison is given.

Original fictional card R, Methods, §1: “Record attendance and relevant group differences consistently; specify the comparison and outcomes before evaluation.” This is planning guidance, not a completed trial.

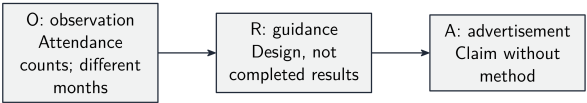
For this local exercise, cite card labels and §1. Do not invent journal, author or date information.

■ Source B: response or review record

Source-selection draft: “A proves that reminders improve recovery. O confirms that four people were cured by R’s experiment. We can invent a journal title because a reference looks more academic that way.”

Review brief: select useful ideas for the attendance question, evaluate their limits and acknowledge each card accurately. Lack of a measured clinical outcome is not proof of no possible clinical benefit.

■ Worked example: select the source for the claim rather than its headline



Known: O measures missed attendance in two different-month groups; R suggests how to plan measurement; A supplies a promotional assertion without method. Why choose O and R for this question? They address attendance and evaluation design, respectively.

O reports four fewer missed appointments among equal group sizes, not four cures. R did not conduct the observation. A may be discussed as a vendor claim, but cannot independently substantiate care improvement. The local labels give honest attribution without fabricated bibliography details.

2 Practice

2.1 Give the missed-appointment counts and denominators before and after reminders.[2]

2.2 Identify the card most directly relevant to attendance and the card useful for planning an evaluation. [2]

2.3 Correct THREE outcome or source-role errors in the selection draft. [3]

2.4 State THREE source-evaluation or referencing limits relevant to the task. [3]

3 Exam-style questions

3.1 Select two relevant ideas, give their card locators and explain how each can support a limited paragraph. [6]

3.2 Write a 120–150 word source-based recommendation for further investigation, with card locators and no clinical or publication claims beyond the cards. [8]

Solutions

2.1

Before ten of fifty; after six of fifty.

2.2

Observation O for attendance; Methods R for planning.

2.3

A provides no recovery evidence; O records attendance rather than cures; R gives guidance and did not run an experiment.

2.4

Any three, B1 each: different-month groups; no assigned comparison; transport/appointment types unknown; no clinical outcomes; A lacks method; R not a result; invented publication details are unacceptable.

3.1

O attendance comparison; accurate O §1 attribution; explains different-month/noncausal limit; R comparison/consistent-measurement guidance; accurate R §1 attribution; explains its use for proposed evaluation rather than completed results.

3.2

Local analytic rubric, $8 \times$ B1: accurate ten/fifty and six/fifty attendance result; four-record difference without cure claim; comparison limits and no isolated effect; O §1 attribution; R §1 guidance distinguished from completed work; A §1 promotional claim evaluated appropriately; bounded investigation with honest fictional references rather than clinical advice; coherent truthful 120–150 word response. Example: “Observation O reports ten missed appointments out of fifty before reminders and six out of fifty afterwards, a difference of four missed records (O, §1). This finding is relevant to the attendance question, but different months, unrecorded transport and appointment types, and the lack of an assigned comparison prevent isolating a reminder effect. It does not measure recovery or treatment quality.

Methods R recommends specifying outcomes and comparison conditions and recording relevant differences consistently (R, §1). It can guide a proposed evaluation; it did not run O’s observation. Advertisement A supplies a care-improvement claim without a method, so it cannot substantiate that outcome (A, §1). Together, O and R support further attendance investigation rather than a clinical recommendation. These fictional card labels give the available source trail without fabricated journal details.”