

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.

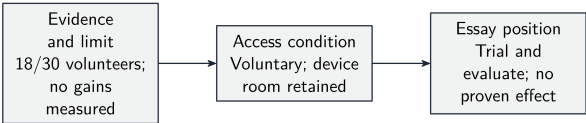
■ Source B: response or review record

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]
