

4.5 Human progress: synthesise source cards

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

KEY WORDS Information literacy 信息素养

Objective

Combine several short sources by theme, evaluate their scope and write a balanced recommendation. The museum, cards and observations are fictional local practice sources.

1 Key knowledge and worked examples

■ Key knowledge: organise by issue, not one source at a time

Information literacy 信息素养 includes asking who produced a source, what it measures and what it leaves out. A visitor comment can describe experience; it cannot establish the cost of a technical system. A manager may know costs but still need direct evidence about visitor understanding.

A synthesis connects sources around a shared issue. Build a small theme matrix before writing. “Card A says... Card B says...” may list information without comparing it. Keep agreement, difference and uncertainty distinct. Cite the supplied card labels; these are classroom source identifiers, not real publication references.

■ Three fictional source cards

Card A — visitor feedback, 6 September. Twenty visitors used an optional phone guide at the Riverside Museum. Twelve said its short explanations helped them follow the exhibition. Four reported that the wireless connection failed in one gallery. The card does not record whether those four were among the twelve positive respondents. It contains no information about people who did not use a phone.

Card B — staff observation, 8 September. Staff watched ten visitors using printed guide cards in the same exhibition. Six turned back to check a definition while looking at an object. Staff did not test those visitors’ understanding. The cards remained usable during a wireless outage.

Card C — manager’s note, 10 September. Printed cards require replacement when exhibition information changes. The museum has not calculated printing costs or the cost of maintaining a phone guide. It plans to keep both formats available during a trial and invite feedback from visitors who use neither.

■ Worked example: a theme matrix

Known: the cards describe different groups and different kinds of evidence. Their counts should not be combined into a single success rate.

Theme	Card A	Card B	Card C
Understanding	Reported usefulness	Rereading observed	No learning measure
Access	Connection failures	Works during outage	Invite non-users
Costs	Not given	Not given	Unknown

Model synthesis: “Both formats offer ways to revisit explanations, but evidence of learning remains limited: phone users reported usefulness (A), while staff observed rereading without testing understanding (B). Printed cards work during outages (B); comparative costs are still unknown (C).” The paragraph compares themes and preserves evidence differences rather than declaring one format the winner.

2 Practice

2.1 Identify which card reports a connection problem and which card says comparative costs are unknown. [2]

2.2 Explain why staff seeing six people reread a definition does not prove that those people understood it. [2]

2.3 A student subtracts four connection complaints from twelve positive reports and writes, “Exactly eight visitors found the phone guide helpful.” Explain the mistake using Card A. [3]

2.4 Give ONE access-related comparison supported by the cards and ONE missing piece of evidence needed to judge costs. [3]

3 Exam-style questions

3.1 Write a 60–80 word synthesis about understanding and access. Use Cards A and B, compare rather than list, and make clear where understanding was not tested. [6]

3.2 Write a 100–130 word recommendation for the trial. Use ALL THREE cards. Explain why keeping both formats could be reasonable and identify two kinds of evidence to collect before a permanent decision. [8]