

# 5.2 Discuss an abstract question with precise counts and careful distinctions

Name: \_\_\_\_\_ Class: \_\_\_\_\_ Date: \_\_\_\_\_ Total: 24 marks

KEY WORDS abstract 抽象的 • mean 平均数 • percentage point 百分点

## Objective

Discuss an abstract question with precise counts and careful distinctions. This is original GAC014-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. Written scripts and plans support listening/speaking preparation; they do not replace reviewed audio or assess pronunciation, actual delivery or one-pass listening comprehension.

## 1 Key knowledge and worked examples

■ Key knowledge: an average change and the number of people improving answer different questions

An **abstract** 抽象的 discussion may concern fairness, access or evidence rather than one concrete object. Clarify what the speaker means before agreeing or disagreeing. A group **mean** 平均数 can rise even if most individual values fall.

A **percentage point** 百分点 is the difference between percentages. A rate changing from 1% to 2% rises by one percentage point and doubles relative to its original value. Use the denominator and measured outcome. These fictional medical-communication records concern text comprehension, not health improvement or treatment.

■ Source A: text or task brief

Original written seminar brief: Five volunteers answered a thirty-question comprehension quiz before and after reading a fictional appointment notice. Each scored 10 before reading. Their after scores were 9,9,9,9 and 24. There was no separate comparison group. The quiz measured correct answers about notice wording, not health, treatment, consent or appointment attendance.

The speaker says, “The average score rose by two points, but only one volunteer’s score increased. We should not say most improved or assume the notice caused the change.”

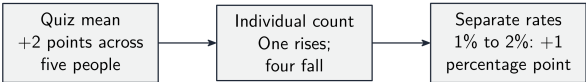
A separate fictional formatting check reports mistaken date labels on 1% of drafts in one collection and 2% in another. The collections differ; these rates are not clinical risks or quiz results.

■ Source B: response or review record

Student A: “If the average rose, most people must have improved. This means the notice improved everyone’s health.” Student B: “A change from 1% to 2% is two percentage points, and proves the formatting change caused more mistakes.” Student C: “Before discussing fairness, can we clarify whether we mean access to the notice or a measured effect on comprehension?”

The group is asked to discuss what the records support, not to issue healthcare policy.

■ Worked example: check each individual before summarising the group



Known: the individual changes are−1,−1,−1,−1 and+14 quiz points. Their total is 10 and the mean change is 2. Four scores fell while one increased. Why inspect both summaries? The mean does not give the count of people improving.

For the separate date-label rates, 2%−1%=1 percentage point, while the relative increase is 100% of the initial 1% rate. Neither difference identifies a cause when the collections differ. Clarifying the outcome prevents a comprehension result from becoming a health claim.

## 2 Practice

2.1 Give the mean quiz score before and after reading. [2]

2.2 State how many individual scores rose and how many fell. [2]

**2.3** Correct the claims that most improved, health improved and the notice caused the result. [3]

---

---

---

---

---

**2.4** Give the percentage-point change, the relative percentage increase and one causal limit for the separate date-label records. [3]

---

---

---

---

---

**3 Exam-style questions**

**3.1** Write a response to Students A and B that clarifies the outcome and the numbers. Add a useful question advancing Student C’s discussion. [6]

---

---

---

---

---

---

---

---

**3.2** Write an 80–110 word academic discussion contribution clarifying what the two records mean and proposing one useful question about access or evidence. [8]

---

---

---

---

---

---

---

---

---

---