

5.4 Discuss competing priorities and evaluate policy arguments fairly

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

KEY WORDS criterion 标准 • empirical claim 实证主张 • value judgement 价值判断

Objective

Discuss competing priorities and evaluate policy arguments fairly. 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: a measured preference and a value judgement need different support**

A **criterion** 标准 makes a comparison’s basis explicit, such as access, noise or cost. An **empirical claim** 实证主张 concerns what could be observed or measured. A **value judgement** 价值判断 concerns what should matter or how priorities should be weighed.

Represent another view accurately before evaluating it. A voluntary majority does not automatically establish everybody’s preference or settle an access priority. Neutral classroom policy scenarios can support academic discussion without claims about real political institutions.

■ **Source A: text or task brief**

Original written community-hall discussion: Forty residents voluntarily responded to a room-use survey:24 preferred quiet study and 16 preferred group activities. The hall serves 200 residents. Use by time of day, noise levels and setup effort were not recorded.

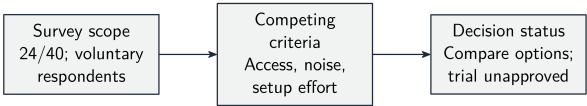
Speaker A: “Quiet access matters to people without a calm space at home. The answers suggest demand, but missing residents may have other views.” Speaker B: “Group activities also need space. A scheduled-use trial might address both needs, although switching arrangements may take time.” Chair: “Let us compare quiet-only, group-only and scheduled-use options against access, noise and setup effort. No schedule is approved.”

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

Draft record: “The survey proves 120 of the 200 residents demand quiet-only use. Speaker B says everyone must talk everywhere. Quiet matters more, so no further evidence is relevant. The scheduled-use trial has already solved the noise problem.”

A participant asks whether a count can decide how much weight to give the needs of residents without a quiet place at home. Another suggests checking actual demand by time slot.

■ **Worked example: do not multiply a voluntary sample into an invented census**



Known: twenty-four of forty voluntary respondents preferred quiet study. Why avoid claiming 120 residents? Scaling a self-selected proportion to 200 does not produce observed population data.

The quiet-access priority and group-activity priority can both be represented. A recommendation should name its criteria and acknowledge unresolved noise, demand and setup questions. A proposed schedule has no measured results yet.

2 Practice

2.1 Give the quiet and group preference counts. [2]

2.2 State the survey participation count and the hall’s served population. [2]

2.3 Correct THREE claims in the draft record. [3]

2.4 Identify one value priority, one measured empirical claim and one unresolved empirical question. [3]

3 Exam-style questions

3.1 Compare two proposed options using TWO explicit criteria, then give a conditional recommendation and one next check. [6]

3.2 Write an 80–110 word academic discussion contribution that represents both views, limits the survey claim and recommends a next comparison. [8]
