

6.6 Plan and write an in-depth academic essay that synthesises evaluated sources

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

KEY WORDS thesis 论点 • evidence matrix 证据矩阵 • synthesis 综合

Objective

Plan and write an in-depth academic essay that synthesises evaluated sources. 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: depth comes from connected reasoning and serious treatment of limits

A **thesis** 论点 answers a focused question at a justified level of certainty. An **evidence matrix** 证据矩阵 organises themes, relevant sources and missing evidence across an essay plan. **Synthesis** 综合 connects those ideas around the thesis rather than listing authors in turn.

An extended essay develops reasons, evidence, assumptions, objections and conditions in a logical sequence. Length alone is not depth. Keep source credit, distinguish your proposal from recorded findings and revise the argument before polishing language. These fictional cards are practice material; real research coursework needs in-depth verified sources.

■ Source A: text or task brief

Local essay question: Under what conditions should the fictional campus trial a shared equipment service?

Original fictional card U, User-interest survey, §1: Thirty current equipment users voluntarily answered; twenty expressed interest in a shared service. Non-users were not surveyed. Frequency of likely use, whole-campus demand and access barriers were not measured.

Card B, Booking record, §1: Across two weeks, forty requests and six double bookings were logged. Requests are not necessarily unique people. Waiting time, abandoned attempts and causes of conflicts were not recorded. The proposed service’s effect has not been tested.

Card M, Maintenance planning note, §1: Cleaning, repair and replacement would be recurring tasks. No task-time estimate, cost, staffing allocation or funding approval is supplied. This note identifies requirements rather than completed provision.

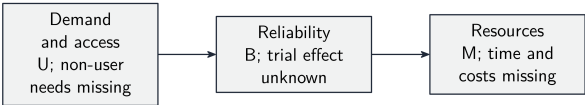
Use card labels/titles/§1 for local source credit. The 650–800 word target is classroom practice, not an official GAC specification. Use the answer lines for planning and write the full essay on additional paper. Real coursework must replace these cards with genuine relevant sources and verified references.

■ Source B: response or review record

Essay draft plan: “Thirty users demand daily access; the service will remove six conflicts for six different people; maintenance is free; interest proves everyone approves immediate rollout.”

Revision brief: Build an introduction with a conditional thesis; develop demand/access, reliability and resources; connect their implications; address a strong resource objection; define a proposed evaluation and conclude proportionately. Include honest local source entries. No actual trial, budget or rollout decision is supplied.

■ Worked example: organise interacting conditions rather than three source summaries



Known: U suggests interest within one voluntary current-user sample, B records a booking problem and M identifies uncosted recurring tasks. Why connect them? Interest does not justify expansion if access, booking reliability and maintenance cannot be evaluated feasibly.

An evidence matrix can place the sources under demand/access, reliability and resources, with non-user needs, abandoned attempts, task time and costs in the missing-evidence column. A conditional trial thesis can acknowledge a strong resource objection without pretending the proposed service has already worked.

2 Practice

2.1 State the survey size and the interest count from U. [2]

2.2 State the request and double-booking counts from B. [2]

2.3 Identify THREE unsupported claims in the draft plan. [3]

2.4 Name one missing measure for each of demand/access, reliability and resources. [3]

3 Exam-style questions

3.1 Plan an evidence matrix and a conditional thesis. Explain how two source themes interact and address a serious objection. [6]

3.2 Write a 650–800 word classroom essay answering the question, with a conditional thesis, connected source reasoning, a fair counterargument, proposed evaluation and honest local source entries. Plan here and use additional paper for the complete essay. [8]