

2.3 Write and present a social research report with traceable evidence

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

KEY WORDS abstract 摘要 • findings 研究结果 • limitations 局限性

Objective

Write and present a social research report with traceable evidence. This is original GAC027/GAC028-aligned practice, not an official assessment. All people, texts, records and instructions are fictional. The case data are invented for learning; they are not findings about a real school, country or population. Use the supplied evidence and do not invent missing observations.

1 Key knowledge and worked examples

■ Key knowledge: findings report observations while discussion evaluates meaning and limits

An **abstract** 摘要 briefly states a study’s question, method, main result and important limit. **Findings** 研究结果 describe recorded observations. Discussion explains their possible meaning without disguising interpretation as measurement. **Limitations** 局限性 show what the method cannot establish. Follow the actual report brief for structure, length and reference style. A presentation should keep the same evidence limits as the written report and invite useful questions.

■ Source A: text or task brief

Fictional teacher-approved pilot: six labelled return bins were observed for five school days. Two were near a classroom, two near a stair landing and two near the canteen. Researchers counted incorrectly sorted items using the same written category guide once after lunch each day. Across the five days: classroom 8 errors in 80 checked items; stair landing 18 errors in 90 checked items; canteen 15 errors in 150 checked items. No names or photographs were collected. Bin labels were not changed and no intervention was tested.

A fictional planning manual by Chen (2025), page 4, recommends testing whether label wording is understandable. It does not report this school’s data or prove that labels cause sorting errors. Treat this as a supplied practice source, not a real publication.

■ Source B: response or review record

The report brief asks for question, method, findings, discussion, conclusion and references, followed by a short group presentation and audience questions. Draft findings: “Our new labels reduced errors by fifty percent.” Draft conclusion: “The canteen is worst because it has fifteen errors, so replace its bins tomorrow.” Draft reference: “Internet.” The team has not received permission to replace bins. For the presentation, Lin will explain the method, Mei will explain the table, and Rui will discuss limits and a proposed next study. One member has suggested omitting limits to sound certain.

■ Worked example: compare rates and preserve the observation-only design



Known: classroom $8/80 = 10\%$, stair landing $18/90 = 20\%$, canteen $15/150 = 10\%$. Why compare rates? Checked totals differ. The stair landing has the highest recorded error rate, while classroom and canteen rates are equal. No changed-label or before/after observations exist, so the study cannot show a reduction caused by new labels. A next study is a proposal and needs approval.

2 Practice

2.1 State the observation period and ONE detail that makes the counting method repeatable. [2]

2.2 Calculate the stair-landing error rate and identify its position relative to the other locations. [2]

2.3 Give THREE reasons why the fifty-percent-reduction claim is unsupported. [3]

2.4 Correct the proposed canteen decision using comparison, permission and scope. [3]

3 Exam-style questions

3.1 Explain how the team should improve the report and presentation, using six specific points. [6]

3.2 Write an 80–110-word abstract for this pilot that separates the findings from the proposed next action. [8]
