

5.8 Present and defend a proposal without presenting invented results

Name: _____ Class: _____ Date: _____

Total: 24 marks

KEY WORDS rehearsal 排练 • limitation 局限 • handover 交接

Objective

Present and defend a proposal without presenting invented results. This is original GAC033-aligned practice, not an official assessment. All people, cards, records and instructions are fictional; no main study has been conducted.

1 Key knowledge and worked examples

■ Key knowledge: state what is planned and what is known

A proposal presentation explains purpose, verified background, question, method, ethics, planned analysis, limits and next approval steps. Keep future actions in future language. A blank planned table is acceptable; made-up participant results presented as collected evidence are not.

A **rehearsal** 排练 checks timing, transitions and whether each speaker can explain the plan. A **limitation** 局限 bounds a claim rather than excuses missing information. A **handover** 交接 names the next speaker and topic. Answer a challenge using the record; confidence and neat slides do not prove a result.

■ Source A: proposal and task record

The fictional proposal uses twenty-four planned willing class volunteers, shuffled slips and one A/B layout per person. Both layouts use the same wording, four items, fixed complete-success key, two-minute clock and no coaching. B changes spacing and alignment together. No main study has occurred; teacher approval and confirmed storage/disposal are still required.

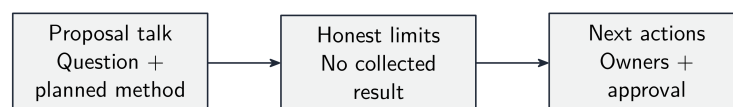
The four-minute plan gives 30 seconds to purpose, 45 to background/question, 90 to method/ethics, 45 to planned analysis/limits and 30 to next steps. Mei owns purpose and question; Rui owns method and ethics; Dan owns analysis, limits and next steps. They will rehearse transitions and shorten repeated wording, retaining the necessary method and ethics details.

■ Source B: draft and current evidence

Slide 6 is headed “Planned comparison: not collected”. It has rows for A and B, and blank cells for actual eligible submitted sheets, complete successes and success rate. The draft spoken ending instead says, “B won by 100%; shuffled slips prove every student benefits.” No participant values support this ending.

An audience member asks why each person sees only one layout. Another asks whether B’s effect would come from spacing alone. The handover folder should hold matching question/task/key versions, the anonymous information script, source-verification notes, peer-response log and action list with owners. Approval status must stay separate from peer review. None of the supplied fictional cards may be cited as a real publication.

■ Worked example: answer a challenge without borrowing a result



Known: each participant is planned to see one layout. Why? Seeing both could introduce practice or order effects. This choice does not guarantee equal ability in the two groups. Shuffled slips allocate within the volunteer sample; they do not make that sample represent the school.

B changes spacing and alignment together, so the proposed comparison tests that package. It cannot identify spacing alone. Present the blank analysis table as a plan, keep approval pending and finish with named verification, rehearsal and permission actions rather than an invented winner.

2 Practice

2.1 State the total talk time in seconds and the combined method/ethics plus analysis/limits allocation. [2]

2.2 State TWO quantities that remain blank in the planned table until collection. [2]

2.3 Explain why the one-layout procedure may help and name TWO limits it does not remove. [3]

2.4 Name the feature package being compared, one required permission and one concrete rehearsal check. [3]

3 Exam-style questions

3.1 Evaluate THREE endings: “B won by 100%”; “Shuffled assignment proves every student benefits”; “Any B difference establishes spacing alone”. Give a correction and reason for each. [6]

Solutions

2.1 Four minutes = 240 seconds. $90 + 45 = 135$ seconds. All five planned allocations sum to 240.

2.2 Award B1 each for two: actual eligible submitted sheets for a layout; complete-success count; success rate. Targets are not collected counts.

2.3 It avoids within-person practice/order effects from seeing both layouts. It does not guarantee equal group ability or school-wide sample representation. Accept another distinct supported unresolved limit, such as task-to-real-tray transfer.

2.4 Spacing and alignment together with wording fixed. Teacher approval before volunteer work. Check timed transitions/total or whether the speaker can explain key method/ethics without dropping them.

3.1 Award correction B1 and reason B1 per ending. Results are pending: no participant data exist. Bound any later comparison to this volunteer task: assignment is not representative sampling or universal benefit. Describe a spacing/alignment package: both change together, so one feature's separate effect cannot be identified.

3.2 Local analytic rubric, $8 \times$ B1: planned A/B complete-success task and common key/time; one-layout practice reason; remaining group limit; combined spacing/alignment limit; no collected results; local sample limit; named source/script/file/rehearsal actions with pending permission before recruitment; coherent truthful 80–110 word response. Example: “We propose comparing complete four-item sorting success under layouts A and B, using the same wording, key and two-minute limit. Each volunteer will see one layout to avoid practice from repeating the task, although group ability may still differ. B changes spacing and alignment together, so we cannot identify spacing alone. Our table is a plan, not collected results, and class volunteers will not represent the whole school. Mei will verify the question and real sources, Rui will check the information script and pending teacher permission, and Dan will organise the matching task files and timed rehearsal before recruitment.”