

GAC STUDY AND COMMUNICATION SKILLS • EXERCISE SHEET

3.4 Evaluate a revision without hiding limits

Name: _____ Class: _____ Date: _____

Total: 24 marks

KEY WORDS evaluation 评估 • cause hypothesis 原因假设 • change log 变更记录
• comparability 可比性

Objective

Evaluate a revision without hiding limits. This is original GAC031-aligned practice, not an official assessment. All people, instructions and records are fictional.

1 Key knowledge and worked examples

■ Key knowledge: present the evidence and its limits

An **evaluation** 评估 compares actual evidence with the original criterion. Keep the target visible even when it is missed. A **cause hypothesis** 原因假设 proposes an explanation to test; an observation alone does not establish it.

A **change log** 变更记录 connects an issue, a revision, approval and a next check. **Comparability** 可比性 means retaining relevant task conditions so a comparison is useful. Similar conditions do not make different volunteer groups identical or isolate the effect of each changed feature.

■ Source A: task and starting record

The fictional library target is at least sixteen of twenty new volunteers finding a suitable space within two minutes. Before signs, nine of twenty succeeded. Approved version B3 reaches fourteen of twenty in a one-week trial.

The six unsuccessful B3 cases are recorded anonymously: three take the discussion route when they need quiet; two pass the entrance sign; one reaches the right room but finds it full. A volunteer says the arrows look connected; another says a display board hides the entrance sign. These observations do not by themselves isolate causes.

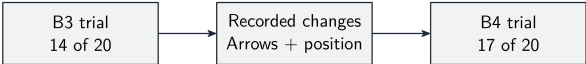
■ Source B: actions and current evidence

B4 spaces the arrows farther apart and places each destination word beside its arrow. It moves the entrance sign before the first turn after the librarian approves the new position. B3 and its reasons remain in the folder. The team asks staff about a backup room but has not confirmed an available alternative.

In a later one-week trial, seventeen of twenty other new volunteers complete the task within two minutes. The entrance, instruction and clock are retained, but the people, week and room use differ. No one in this group confuses the two routes; one still passes

the entrance sign. The record does not classify the other two unsuccessful attempts. The librarian permits a longer observation period. No live room-occupancy system exists.

■ Worked example: connect the action to its evidence



Known: B3 is two successes below the pre-written target; B4 is one above it in another group. The later trial meets that numerical criterion. It does not prove each design change caused the difference.

Why separate the full-room case? Finding the right route and having an available seat are different needs. An arrow cannot create capacity. Keep the remaining missed-sign observation and unclassified cases visible. Ask staff about an actual alternative, and record sign visibility under a further approved observation before promising a complete service.

2 Practice

2.1 State how B3 and B4 compare numerically with the original sixteen-success target.[2]

2.2 State the total number of unsuccessful B3 cases, and identify the category that a clearer arrow alone cannot resolve. [2]

2.3 Match each of the THREE B3 error categories to a relevant revision or investigation.[3]

2.4 Name TWO conditions retained for comparison and ONE relevant difference between the trials. [3]

3 Exam-style questions

3.1 Evaluate THREE claims: “B4 alone caused every extra success”; “No future visitor can take the wrong route”; “The remaining three unsuccessful cases were all full rooms”. Give a correction and evidence-based reason for each. [6]

3.2 Write an 80–110 word evaluation. Report both trial results against the original target, link one revision to an observation, preserve comparison and remaining-case limits, and propose a specific approved next observation. [8]
