26 Use research notes for the requested rhetorical goal

Name: _____ Class: _____ Date: _____ **Total: 13 marks**

KEY WORDS rhetorical synthesis • contrast marker • rhetorical goal • similarity • synthesis • detail

Objective

- Translate a rhetorical goal into a specific information requirement
- Select relevant accurate details from notes
- Combine notes without inventing a relationship or including irrelevant material

Original public practice; marks below are classroom self-check points, not official criteria.

1 Key knowledge and worked examples

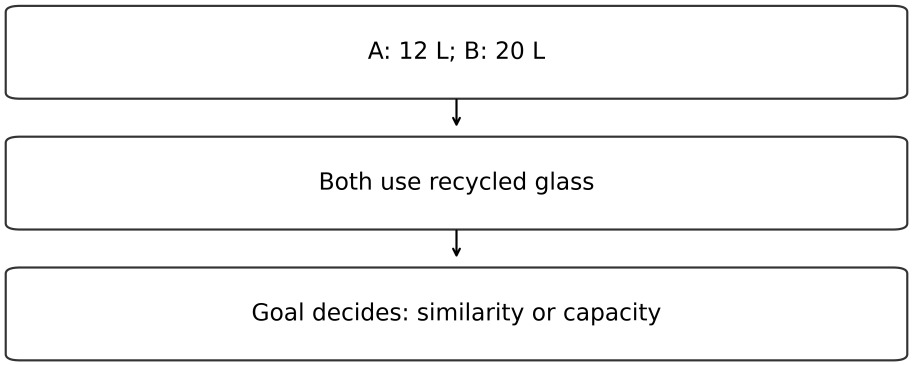
Read the goal before the notes. Identify the action: introduce a subject, emphasise a similarity , contrast two cases, give an example or explain significance. Turn it into a brief requirement such as mention both objects and their different materials. This determines which facts matter.

Select details that carry out that action. Accurate but irrelevant information can still fail the question. For a contrast, both compared objects and the relevant difference should be present; for a similarity, a shared property should be explicit. Do not assume that including more notes makes a stronger sentence.

Preserve relationships when combining facts. Notes saying a researcher visited a site and later published a book do not prove the visit caused the book. Avoid adding evaluative language such as revolutionary or superior unless the notes support it. Keep time, identity and numerical facts consistent.

Compare answer choices against both goal and factual accuracy. A sentence can meet the goal while misreporting a detail , or be fully accurate while answering a different goal. The correct choice must satisfy both conditions. Clear referents and concise structure help make the requested relationship explicit.

Rhetorical synthesis selects facts for a purpose. Notes: A stores 12 litres; B stores 20; both use recycled glass. For a material similarity: "Both containers use recycled glass." For a capacity difference: "B stores 8 litres more than A." The same notes support different sentences.



Worked steps: A: 12 L; B: 20 L → Both use recycled glass → Goal decides: similarity or capacity

Worked example. Original notes: Project Alder used recycled wood; Project Birch used clay; both were temporary outdoor installations; Alder opened in May; Birch opened in June. Goal: emphasise a difference in materials. Suitable synthesis: "Although both were temporary outdoor installations, Alder used recycled wood whereas Birch used clay." Opening months are accurate but unnecessary for this goal.

Practice material

Original research notes:

- The Bay project restored 3 km of walking paths in 2024.
- The Hill project restored 5 km of walking paths in 2024.
- Both projects used volunteer teams.
- Bay used local stone for boundary markers.
- Hill used recycled timber for boundary markers.
- The notes give no costs, visitor counts or durability measurements.

2 Practice

2.1 Notes: A is a solar-powered boat; B is a sailboat; both carry four people. Goal: emphasise a similarity. Choose: [1]

- **A** Solar power is always better.
- **B** The boats were invented on the same day.
- **C** Both boats carry four people.
- **D** A uses solar power whereas B uses sails.

2.2 Notes list different materials and opening dates. Goal asks about materials. Dates are: [1]

- **A** Always required
- **B** Proof of which material is better
- **C** A cause of the material choice
- **D** Usually unnecessary unless tied to the requested comparison

2.3 To emphasise a similarity, identify a _____ property. [1]

2.4 Combining two facts automatically establishes causation between them. [1]

3 Exam-style questions

Use the complete original case context in section 1.

3.1 Write one sentence emphasising a similarity in staffing and a second emphasising the difference in distance restored. [3]

3.2 A student writes “Hill restored more paths because recycled timber lasts longer.” Identify every unsupported relationship. [3]

3.3 Goal – contrast marker materials without including irrelevant detail. Write a sentence, then explain why the shared year can be omitted. [3]

Solutions

Accept equivalent correct methods and supported interpretations. The marks check reasoning; they are not an official grade.

2.1 C – The shared capacity satisfies the similarity goal. A adds a value judgement; B invents a shared date; D emphasises a difference instead of the requested similarity.

Correct response linked to the given case.

2.2 D – Selection follows the goal, not every available fact. A ignores the materials goal; B and C assign evaluative or causal force to dates that the notes do not establish.

Correct response linked to the given case.

2.3 shared – The synthesis must make the common feature explicit.

Correct response linked to the given case.

2.4 False – Causation needs supporting evidence beyond coexistence in notes.

Correct response linked to the given case.

3.1 "Both Bay and Hill used volunteer teams." "Hill restored 5 km of paths, 2 km more than Bay." These select staffing and distance respectively without adding a cause.

Sound conclusion or proposed method. Relevant supporting steps or textual evidence. Accurate conditions, checks or qualification.

3.2 The notes do not report why Hill restored a longer distance, nor any durability comparison. They report kilometres, not the number of separate paths. A valid sentence is "Hill restored a longer total distance and used recycled timber for its markers," without a causal link.

Sound conclusion or proposed method. Relevant supporting steps or textual evidence. Accurate conditions, checks or qualification.

3.3 "Bay used local stone for boundary markers, whereas Hill used recycled timber." The shared year does not establish the requested material contrast. Omitting it meets this goal; a historical comparison could require it under a different goal.

Sound conclusion or proposed method. Relevant supporting steps or textual evidence. Accurate conditions, checks or qualification.

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