

# 1.3 The working week: time, output and review

Name: \_\_\_\_\_ Class: \_\_\_\_\_ Date: \_\_\_\_\_ Total: 24 marks

KEY WORDS to-do list 待办清单 • schedule 时间表

## Objective

Plan and review a weekly work block using task evidence, available resources and a quality check. This is original GAC003-aligned practice, not an official assessment or a diagnosis of a learner. All people and records are fictional.

## 1 Key knowledge and worked examples

### ■ Key knowledge: minutes are not the outcome

A **to-do list** 待办清单 names tasks. A **schedule** 时间表 connects a task to available time and a place. Include a specific starting action, needed materials and a check of the result. A finished timer does not establish that a paragraph explains the required idea.

A work block has a limit so you can review it. Its length is a choice to test, not a rule that works for every person and task. Reduce avoidable interruptions where practical, but keep the explanation of a result within the evidence. One changed session cannot isolate the effect of a timer, a phone setting or practice.

### ■ Source A: Arun’s two sessions

Arun’s method paragraph is due Thursday at 10:00. His lab notes and task brief are available. Library study slots: Monday and Wednesday, 19:00–19:45. No Thursday slot is available before submission.

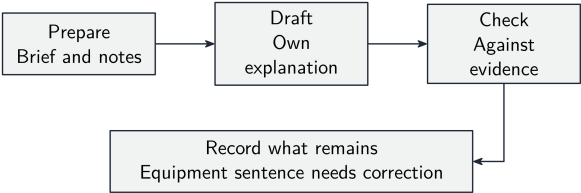
Monday’s planner said “work on report”. He spent 15 minutes on phone notices, 10 finding notes and 20 copying their method paragraph. He did not check it against the brief. It names equipment but does not explain why a measurement is repeated.

Wednesday’s plan: 5 minutes previewing the brief and notes, 15 drafting, 10 checking, 5 revising, 5 recording the next action and 5 taking a break. He will silence non-essential notices and prepare the notes before 19:00. Afterwards he records an explanation of repeated measurements, but an equipment sentence still differs from the notes. The paragraph is unsubmitted. No second session under the same conditions is recorded.

### ■ Source B: Arun’s conclusion

“My 45-minute timer proved I work best for exactly 45 minutes. Silencing my phone caused every improvement. I finished the block, so the report must be ready. I used to delay because I am lazy; there is no need to check the task instructions.”

### ■ Worked example: connect a block to a check



A completed block is not proof of readiness

Known: Wednesday’s planned activities total  $5 + 15 + 10 + 5 + 5 + 5 = 45$  minutes. This fits the slot, including the break. The paragraph has improved in one named respect, but an equipment sentence is still unresolved. The appropriate next action is to compare that sentence with the notes and correct it before submission.

The two sessions changed several things: materials were prepared, notices were silenced and a quality check was added. The record therefore does not establish which single change caused the improvement or a universally best block length. It does establish a specific remaining task. If Arun has no further available time before Thursday, he should raise that difficulty rather than invent an extra slot.

## 2 Practice

2.1 State ONE observed problem with Monday’s use of the slot and ONE problem with the resulting paragraph. [2]

2.2 Calculate Wednesday’s planned minutes. Explain whether its break fits within the available slot. [2]

**2.3** Improve “work on report” into a Wednesday schedule entry with a time and place, a concrete first action and a quality check. [3]

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**2.4** State Wednesday’s observed improvement, its unresolved problem and a specific next action. Do not invent the outcome of that action. [3]

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**3 Exam-style questions**

**3.1** Evaluate THREE distinct claims in Source B using Source A. For each, give the relevant evidence or missing evidence and explain why the conclusion should change. [6]

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**3.2** Write an 80–110 word weekly review in Arun’s voice. Compare the two sessions, identify the remaining quality problem, keep any causal explanation provisional and propose a feasible way to address the problem before the deadline. Do not assume extra time or a teacher’s agreement. [8]

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## Solutions

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**2.1** For example, 15 minutes went to phone notices, or 10 to finding notes that were needed for the task. The paragraph lists equipment without explaining why a measurement is repeated. “Arun is lazy” is not an observed task problem.

**2.2**  $5 + 15 + 10 + 5 + 5 + 5 = 45$  minutes. The five-minute break is included in those 45 minutes, so the plan fits 19:00–19:45 without another break added outside the slot.

**2.3** Time and place: Wednesday 19:00–19:45, library. First action: use the first five minutes to identify what the brief requires and locate it in the notes. Check: compare the drafted explanation of repeated measurements with the brief and notes, and mark anything still missing. Accept another feasible specific entry. Merely “check it” does not identify a quality criterion.

**2.4** The paragraph now explains repeated measurements. One equipment sentence still does not match the notes. Compare that sentence with the actual notes and correct its account before submission, then check the correction. The correction is proposed, not already successful.

**3.1** Award 2 per distinct supported evaluation: evidence or limit, implication for the claim. Examples: only one revised session is recorded, so no best-duration claim follows; several conditions changed together, so the phone change cannot be isolated as the cause; a mismatched sentence remains, so ending the block does not establish readiness; the Monday record shows vague instructions and time use, not a diagnosis of laziness, so task and resource checks remain useful. Do not award the same single-session limit repeatedly without a distinct argument.

**3.2** Local analytic rubric,  $8 \times \text{B1}$ : accurate Monday time use; Monday’s missing explanation; Wednesday’s preparation/check; named improvement; unresolved equipment sentence; causal claim kept provisional; conditional feasible next action before Thursday; coherent truthful 80–110 word review. Example: “On Monday I spent time on notices and finding notes, then copied a paragraph without checking its explanation. Wednesday’s planned block included preparation, drafting and a check. My paragraph now explains repeated measurements, but an equipment sentence still differs from my notes. Several conditions changed, so I cannot credit the timer or phone setting alone. I need to compare and correct that sentence before Thursday at ten. No further slot is currently available. I will ask my teacher today about a permitted way to complete the check and confirm the arrangement rather than assume extra time.”