

5.3 Verify sources before turning a search lead into evidence

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

KEY WORDS search log 检索记录 • abstract 摘要 • attribution 来源标注

Objective

Verify sources before turning a search lead into evidence. 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: access and relevance limit a claim

A **search log** 检索记录 records the query, tool, date and candidate/decision. A search rank or title is a lead, not proof. An **abstract** 摘要 may report a result without giving every method detail. Record exactly what you accessed and what remains unknown.

Attribution 来源标注 connects an idea or quotation to the source actually read. Keep exact copied wording separate from your own summary. Authority, relevant outcome, method and access all matter. Never invent a bibliographic detail or use these fictional cards as real references.

■ Source A: proposal and task record

The fictional materials team asks about label layout and four-item sorting accuracy. Its search for “sorting” mostly returns computer algorithms. A narrower query is “instruction label alignment paper sorting”. The log records the query, tool, date and that two candidates need inspection.

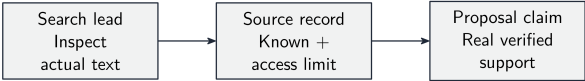
Teaching card M gives a named author, Lin Rao, a title, “Labels and Location Choices”, and the year 2024. Only its abstract is available: twelve adults made fewer location-choice errors with separated labels in one task. It supplies no numerical error totals or full assignment procedure. Card N is an undated supplier advertisement, “Our labels are the best”, with no participant task or measured outcome. Both cards are invented classroom materials.

■ Source B: draft and current evidence

A draft source table calls M a 2025 journal trial with forty children and gives invented error percentages. It calls N an independent accuracy experiment. No such details were read or supplied.

Mei proposes retaining M as a limited candidate relevant to layout while seeking full methods or a more suitable source. She proposes recording N as promotion rather than evidence of measured accuracy. For an actual proposal the team must replace the teaching cards with real accessible sources it has read.

■ Worked example: a traceable limited record beats invented detail



Known: M’s abstract describes twelve adults and a location-choice task; full methods and numerical totals are unavailable. Why keep an access note? It prevents the draft from treating unseen methods as verified. Record the supplied title, author and 2024 date and describe only the abstract’s actual claim.

The task differs from class sorting, and N supplies no measured outcome. Refine search terms, inspect accessible real sources, and separate recommendations from findings. Do not turn either fictional card into a real published citation or fill unknown totals with convenient numbers.

2 Practice

2.1 State M’s supplied participant group and the part of the source actually accessible.[2]

2.2 Name TWO details in the draft table that are contradicted by the supplied card. [2]

2.3 Give THREE fields a traceable search or source record should retain from this case.^[3]

2.4 Explain a relevance limit for M, an evidence problem with N and one useful next search action.^[3]

3 Exam-style questions

3.1 Evaluate THREE proposals: “Use search rank as proof”; “Invent percentages because the abstract sounds positive”; “Publish these teaching cards as real references”. Give a correction and reason for each.^[6]

3.2 Write an 80–110 word source-selection note. Compare M and N, retain access and task limits, correct invented details and propose a traceable real-source search before an actual proposal.^[8]
