From evidence to review

Learning Notes

First, explain a trend reported in a short text and identify one limit on a causal claim.

Unit 1 / Two changes in the same week

Known change	Interpretation
Visits: 40 to 60	20 more visits recorded
An extra hour each day	More time available to visit

Your learning route

01 Separating an observed change from its cause p. 1
Separate the two claims • Consider the extra hour

02 Reporting someone else's claim with precision p. 2
Mark two limits • Read the report beside the source

03 Judging a performance for a particular audience p. 3
Set an audience criterion • Explain the effect of a choice

Apply what you learned p. 4 Unit quiz p. 5 Check your practice p. 6

Name _____ Class _____

Date _____

01 Separating an observed change from its cause

Learning goal Explain a trend reported in a short text and identify one limit on a causal claim.

Key idea

Find exactly what was counted and when. Report the change in those terms. If another condition changed at the same time, the first change alone cannot identify the cause. Name the competing explanation instead of simply saying the data are unreliable.

Worked example

Visits rose from 40 to 60 in the week a new poster appeared. That week the room also stayed open an extra hour daily. Does the count prove the poster worked?

1 **Separate the two claims** The counts support an increase of 20 visits. An explanation of that increase requires more than its timing.
2 **Consider the extra hour** Longer opening creates more opportunities to enter. Compare visits in matched opening hours or days before assigning a change to the poster.

Worked answer Visits increased by 20, but longer opening hours gave more opportunities to visit. The count alone cannot separate the poster's effect from the change in hours.

Two changes in the same week

Known change	Interpretation
Visits: 40 to 60	20 more visits recorded
An extra hour each day	More time available to visit

Common mistake "A 50% rise proves that the poster persuaded people."

Check your thinking The percentage describes the size of the rise. It cannot separate the effect of the poster from extra access time.

Continue with this guided practice on p. 4

02 Reporting someone else's claim with precision

Learning goal Select a reporting verb and retain the source's level of certainty.

Key idea

Read the original speaker's purpose. Suggests leaves room for uncertainty; confirms needs strong verification; denies rejects a claim. Identify the speaker and keep qualifying words that matter. A polished paraphrase can still misreport a cautious source.

Worked example

Scientist: 'Our small trial points to a possible benefit.' Report the claim in one sentence.

1 **Mark two limits** Small trial describes the evidence base. Possible describes the strength of the conclusion. Preserve both when you choose a reporting verb.
2 **Read the report beside the source** Suggests or indicates can introduce tentative evidence. Check whether a reader of your sentence would wrongly hear a guarantee.

Worked answer The scientist suggests that the small trial may indicate a benefit. Confirms a benefit would remove both cautions.

Common mistake "The scientist proved that the treatment works."

Check your thinking Proved raises the level of certainty and removes the limited trial. Restore both caveats.

Unit 2 • Guided practice

Coach: 'I have not promised every player a match.' Report the coach's response to a rumour that everyone was guaranteed a match.

Hint Would your reporting verb make the original speaker sound more certain?

03 Judging a performance for a particular audience

Learning goal Write a short review that links a feature of a performance to a reader's likely experience.

Key idea

Choose a clear judgement, describe a moment the audience could actually notice, then explain its effect. A review for beginners might value clear cues more than technical novelty. Avoid empty praise such as amazing throughout.

Worked example

Review a puppet show for young visitors. Actors moved the puppets in full view and repeated each entrance tune. Would you recommend it?

1 **Set an audience criterion** Young visitors may need help telling characters apart. This gives you something concrete against which to judge the repeated tune.

2 **Explain the effect of a choice** A recurring entrance tune can signal the character before the dialogue begins. Weigh that help against the distraction of seeing the actors.

Worked answer I would recommend it to young visitors: each repeated entrance tune signalled which character was about to arrive. That cue helped beginners follow the story even while the visible actors competed for their attention.

Common mistake "The puppets were amazing and everyone will love them."

Check your thinking Describe what the production actually does, whose experience it changes, and why that supports your recommendation.

Unit 3 • Guided practice

Review a guided sound walk for first-time visitors. Each stop began with a bell; the spoken explanation was very fast. Offer a supported judgement.

Hint Name the audience and ask how the named feature helped or hindered that audience.

Apply what you learned

Unit 1 • Guided practice

After a reading badge was introduced, loans rose from 80 to 100. Two classes also visited for the first time. Evaluate the claim that the badge caused the rise.

Hint Make two notes: observed count and another change in conditions.

Unit 1 • New context

Attendance rose from 50 to 70 during a publicity week when tickets also became free. State one finding and one limit.

Unit 2 • New context

A researcher says, "In our two classes, the cards appeared to help some pupils recall names." Report this in one sentence.

Unit 3 • New context

A museum tour for first-time visitors uses a recurring bell before each route change but includes long technical explanations. Give a qualified judgement.

Unit quiz

Instructions Work independently. Show your thinking, then hand your work to your teacher or parent.

Task 1

A club began text reminders and attendance rose from 18 to 28. Its meeting also moved from an exam week to a normal week. Evaluate the claim that reminders explain the rise.

Task 2

Curator: 'We think the stamp may date from 1910, though the ink test is unfinished.' Report accurately.

Task 3

Review a silent comedy for pupils learning English. The actor showed a misunderstanding by repeatedly offering the wrong-sized coat. Write a brief audience-specific recommendation.

Check your practice

Unit 1 Separating an observed change from its cause

Guided practice Loans rose by 20. The new class visits could have raised borrowing, so the figures cannot show how much of the change the badge caused.

Application Attendance rose by 20. The records cannot separate the publicity effect from the effect of free admission.

Unit 2 Reporting someone else's claim with precision

Guided practice The coach denies promising every player a match. This does not mean that some players definitely will not play.

Application The researcher reported that the cards seemed to help some pupils in the two classes recall names.

Unit 3 Judging a performance for a particular audience

Guided practice The bell made each stop easy to recognise, but first-time visitors may struggle to follow the fast explanations. I would recommend it if a printed summary were available.

Application The bell helps newcomers notice each change of direction, although the technical explanations may be hard to follow. I would recommend the tour with a short beginner's guide.

Revisit a task Choose one task. Copy a clue or rewrite one part of your answer.