Reconcile two reports

Learning Notes

First, explain how two accurate accounts can support different conclusions and specify the evidence needed to resolve the disagreement.

Unit 1 / Illustration only: a count rises as its share falls

Example	Student count	Student share
Earlier: 100 total	40	40%
Later: 250 total	85	34%

Your learning route

01 Reconciling conflicting reports about access p. 1
Keep count and share separate ·Match populations before deciding

02 Quoting a source without extending its claim p. 2
Set the boundary of the quotation ·Preserve the hedge and attribution

03 Writing a feature opening that complicates a first impression p. 3
Create two pictures ·End with an honest question

Apply what you learned p. 4 Unit quiz p. 6 Check your practice p. 7

Name _____ Class _____

Date _____

01 Reconciling conflicting reports about access

Learning goal Explain how two accurate accounts can support different conclusions and specify the evidence needed to resolve the disagreement.

Key idea

Before labelling sources contradictory, identify who was counted, the unit of measurement and the time window. Test whether both observations could hold simultaneously. A plausible reconciliation is a hypothesis. State what linked evidence would test it.

Worked example

The box office sold 45 more student tickets this year. In exit interviews the share of visitors who were students fell. Reconcile the findings and propose a check.

1 **Keep count and share separate** Ticket sales are an absolute count. The interview figure is a proportion of respondents. A larger numerator can form a smaller share if the denominator grows faster.

2 **Match populations before deciding** An illustrative 40 of 100 rising to 85 of 250 would give 45 more students but a fall from 40% to 34%. Those figures illustrate a possibility; actual admissions and interview coverage still need checking.

Worked answer First distinguish a count of ticket sales from a proportion among interviewees. The total audience may have grown faster than student sales, so both results could hold even with representative interviews. Compare audited student admissions with total admissions for both years and check who answered the interviews.

Illustration only: a count rises as its share falls

Example	Student count	Student share
Earlier: 100 total	40	40%
Later: 250 total	85	34%

Common mistake “A smaller interview share proves fewer students came.”

Check your thinking That treats a share as a count and assumes the interviewees represent all admissions. Check the size and composition of both populations.

Continue with this guided practice on p. 4

02 Quoting a source without extending its claim

Learning goal Embed a source's words accurately while preserving the speaker, scope and qualification.

Key idea

A quotation can be exact yet misleading if the surrounding sentence silently changes the group, outcome or degree of certainty. Place the limiting condition next to the reporting verb. Use only words uttered by the speaker inside quotation marks.

Worked example

Tutor: 'For pupils who have already drafted an outline, the checklist may shorten revision time.' An editor writes that the tutor promises faster writing for everyone. Replace this with one accurately attributed sentence using a short quotation.

1 **Set the boundary of the quotation** Underline the eligible group: pupils who already have an outline. Underline the outcome: revision time. Neither phrase covers every pupil or the whole writing process.

2 **Preserve the hedge and attribution** Quote the short phrase containing may. Supply its speaker and conditions in your own words, checking that every quoted word is exact.

Worked answer Find the group, prior drafting, then keep the modest outcome. The tutor said that for pupils who had already drafted an outline the checklist "may shorten revision time". The tutor did not claim it speeds every stage of writing.

Common mistake "The tutor says the checklist will make all pupils write faster."

Check your thinking Will, all and write faster each widen the claim. Restore the uncertainty, the subgroup and the specific stage of work.

Unit 2 • Guided practice

Nurse: 'Among students who used the room twice, most described it as quiet on our survey.' Replace 'The nurse confirmed that the room is always quiet' using a short quote.

Hint Underline the group and modal in the source before choosing a short exact phrase.

03 Writing a feature opening that complicates a first impression

Learning goal Construct a short feature opening that moves from a verifiable scene to a surprising, defensible question.

Key idea

Choose a detail a reporter could observe. Introduce a second fact that forces readers to reinterpret it, then use the tension to frame a specific question. Inventing dialogue or assigning motives weakens a factual feature.

Worked example

Write a 40–65 word opening for a student magazine. Notes: at 3.30 every seat on the rehearsal-room bench is taken; the booking chart lists two bookings all afternoon; walk-ins do not appear on the chart.

1 **Create two pictures** A full bench at one moment and two formal bookings over an afternoon measure different things. Put the scene and record close enough for the reader to notice the tension.

2 **End with an honest question** Walk-ins explain why a chart can miss users, but the notes do not count them. Ask what the record overlooks without claiming every waiting pupil lacked a slot.

Worked answer At half past three there is no space on the rehearsal-room bench. On paper, the room barely seems to be used: just two bookings cover the entire afternoon. Walk-ins leave no trace on the chart. When the school considers its next music room, whose waiting time will it count? The scene is observed and the question keeps the cause open.

Common mistake “The school hid the real figures to avoid building another room.”

Check your thinking No motive or concealment is documented. The reporting question concerns what booking records can measure.

Continue with this guided practice on p. 5

Apply what you learned

Unit 1 • Guided practice

A canteen reports shorter average till transactions this term. Pupils say the lunch queue takes longer. Reconcile and test.

Hint Put the populations and time windows side by side. Name a record that links both.

Unit 1 • New context

Members used 20 lockers out of 50 on Monday and 24 out of 80 on Tuesday. Reconcile the change in member use and member share.

Unit 2 • New context

Coach: "For runners returning from a short break, the plan may ease the first week of training."Write one attributed sentence with a short exact quotation.

Unit 3 • Guided practice

Write a 40–65 word opening. A pile of repaired lamps sits beside a workshop door. The register shows only three repairs this month. It logs paid jobs only.

Hint Start with a visible object or action. Let the other source complicate what it appears to mean.

Unit 3 • New context

Write a two-sentence lead. At noon six instruments wait on a repair table; today's register lists one appointment; drop-offs need no appointment.

Unit quiz

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

Task 1

A website records more visits to a help page. A poll finds fewer first-year pupils know where to get help. Explain and propose a test.

Task 2

Coach: 'During the indoor trial, the softer ball seemed easier for beginners to control.' Correct 'The coach says softer balls improve all players' control' using a short quotation.

Task 3

Write a 40–65 word feature lead. At the exchange stall a coat changes hands without a coin. The annual report measures only money raised; item exchanges are allowed.

Check your practice

Unit 1 Reconciling conflicting reports about access

Guided practice The till measures time serving each paying customer. Pupils include waiting before service. A larger rush at noon could lengthen waiting despite faster transactions. Record arrival and payment times for pupils over comparable lunch periods in both terms.

Application Members used four more lockers, yet their share fell from 40% to 30% because the total number used grew faster.

Unit 2 Quoting a source without extending its claim

Guided practice The nurse reported that among surveyed students who had used the room twice, most “described it as quiet”.

Application The coach said that for runners coming back from a short break, the plan “may ease the first week of training”.

Unit 3 Writing a feature opening that complicates a first impression

Guided practice Repaired lamps stand in a pile beside the workshop door. Open the register and this month’s contribution appears to be just three repairs. The book records paid jobs alone. What disappears from the school’s account of the workshop when an unpaid repair leaves through the same door?

Application Six instruments lie on the repair table at noon, but today’s register shows a single appointment. With drop-offs arriving off the books, how much repair work does that lone entry capture?

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