

Feedback and mastery

Use feedback to diagnose errors, improve reasoning and demonstrate retention through a fresh transfer task.

Core learning

- Feedback is evidence about a response, not a judgement on a learner.
- Improvement requires diagnosis: missing knowledge, weak application, weak mechanism or unsupported evaluation.
- Mastery means applying the improved skill to a fresh task, not rewriting the same sentence more neatly.

Concepts, studies and perspectives

- Error diagnosis: Separate inaccurate AO1, generic AO2 and undeveloped AO3 so the remedy is precise.
- Redrafting: A redraft should change the reasoning chain, not only add more words.
- Spaced retrieval: Scheduling retrieval after one and four weeks protects learning from fading before the next module.
- Functionalism: Can policy and family functions be explained clearly without assuming consensus?
- Feminism: Is gendered power analysed as a mechanism, not just named?
- Marxism: Is class inequality linked to resources and structures?
- Personal life: Are lived relationships and meanings applied without losing evidence?

Before the lesson

Read the core terms and write a one-sentence definition for each. Bring one question about evidence quality.

C → B → A → A* development

- C: accurate definition and simple example.
- B: clear mechanism and some application.
- A: evidence and alternative explanation.
- A*: qualified judgement linked to group differences and evidence limits.

Source / accuracy note

Source note: This feedback and mastery lesson uses original Reach for the Star material and does not reproduce examination questions.