

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?

Concept	Meaning	Exam use
Institution	Organised pattern of roles, rules and resources	Use to explain schooling
Mechanism	Process connecting cause and outcome	Use for AO3
Solidarity	Sense of shared belonging	Use in Durkheim
Evaluation	Testing the strength of an explanation	Use in paragraph endings

Source / accuracy note

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