

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?

Suggested teaching sequence

- Connect and diagnose prior knowledge
- Explicitly teach distinction between concept and mechanism
- Model one evidence-to-explanation paragraph
- Use routes for supported, core and stretch application
- Finish with exam judgement and retrieval

Misconceptions to tackle

- Assuming schooling and education are identical
- Listing theory without application
- Treating social solidarity as a proven fact
- Evaluating by simply saying “not everyone agrees”

Source / accuracy note

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