

Exercise walk-through

1.1

Reflective Learning

GAC Study and Communication Skills

Method — Key knowledge: evidence before an explanation

A **reflective learning journal** records learning while its details are fresh. Name what you did and what a check showed. Then explain what might account for the difficulty without claiming more than you observed. Plan an action and a review. “I am bad at this” gives no task to improve; “I could not explain why the slope changed” points to a checkable gap.

A strategy is an action to try, not proof of future success. Completing it is different from showing that it helped. A preference for diagrams does not mean you cannot read paragraphs. Compare the result with the earlier task and state a limit, especially when only one example was checked.

Method — Source A: Chen's task and next check

On Monday Chen plotted all four supplied graph points correctly. In his English explanation, he named the axes but did not explain why one segment was steeper. He says, "I knew the idea in my first language, so it must only be English vocabulary." There is no recorded explanation in that language to compare. The teacher suggested checking both the graph idea and the wording. Chen has a term list and a worked explanation to use, but no later result yet.

On Thursday he spent fifteen minutes explaining a different graph aloud with three key terms. His partner repeated which segment was steeper but could not repeat why. Chen then compared his recording with the worked explanation and noticed that he had not linked the vertical and horizontal changes. He added that link and tried again. The same partner repeated the reason correctly. Only one new graph and one partner were involved; there is no check without the term list.

Method — Source B: first reflection draft

“Monday was hard, but diagrams are my learning style so I cannot read explanations. My vocabulary plan fixed everything on Thursday. The partner proved I understand all graphs. I will study more and get full marks next time.”

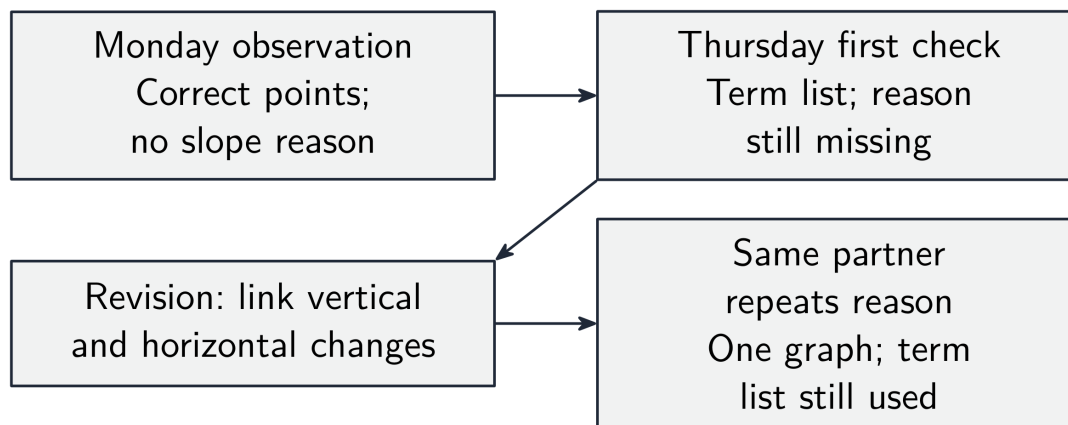
Method — Worked example: update a hypothesis after a check

Chen's first record supports a difficulty explaining slope in English, not a vocabulary-only diagnosis. Thursday's first check revealed a missing explanation link as well. A useful reflection updates the possible cause instead of keeping the original guess because it sounded convincing.

Model: "The term list helped me start the explanation, but my partner still could not repeat the reason for the steeper segment. Comparing my recording with the worked explanation showed a missing link between vertical and horizontal changes. After I added it, the same partner repeated the reason. I should check another graph without the term list before making a wider claim."

Method — Worked example: update a hypothesis after a check

Chen's first record supports a difficulty explaining slope in English, not a vocabulary-only diagnosis.



Next check: another graph without the term list
Record the result before making a wider claim

Initial difficulty, a practice check and a revised explanation with its limits.

Exercises 2.1·2.2

2.1 State ONE observed Monday success and ONE observed Monday difficulty. Do not replace them with a permanent label. [2]

2.2 Explain why the Monday record does not prove that vocabulary was the only cause of Chen's difficulty. Give TWO reasons from Source A. [2]

Exercises 2.1-2.2

2.1 State ONE observed Monday success and ONE observed Monday difficulty. Do not replace them with a permanent label. [2]

2.1 He plotted all four points correctly. He did not explain why one segment was steeper in the English explanation. Neither observation establishes complete graph understanding or a permanent inability.

2.2 Explain why the Monday record does not prove that vocabulary was the only cause of Chen's difficulty. Give TWO reasons from Source A. [2]

2.2 No first-language explanation is recorded to establish that the concept was already understood. Naming axes and plotting points do not themselves show a correct explanation of the slope comparison. Accept the teacher's need to check both meaning and wording if the missing evidence is explained; do not award the teacher's authority alone as proof of the cause.

Exercises 2.3-2.4

2.3 Describe Thursday's first check, the revision it prompted and the recorded result after that revision. [3]

2.4 Replace the final sentence of Source B with a next-practice plan. Include a specific task, an understanding check and a review point. You may propose a reasonable date; do not invent the result. [3]

Exercises 2.3-2.4

2.3 Describe Thursday's first check, the revision it prompted and the recorded result after that revision. [3]

2.3 The partner could identify the steeper segment but not repeat the reason after the first Thursday explanation. Chen added a link between vertical and horizontal changes after comparison with the worked explanation. The same partner then repeated the reason correctly.

2.4 Replace the final sentence of Source B with a next-practice plan. Include a specific task, an understanding check and a review point. You may propose a reasonable date; do not invent the result. [3]

2.4 For example: "On Monday I will explain another graph without the term list", "ask a partner to repeat the slope comparison and its reason, then compare the explanation with the worked answer", "and record any missing idea or word that evening before choosing the next change". Accept another feasible specific plan. Full marks or feeling confident is not a sufficient check of understanding.

Exercise 3.1

3.1 Evaluate THREE distinct misleading claims in Source B. For EACH, identify the claim, explain the relevant evidence or limit and say why the reflection should change.[6]

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3.1 Award 2 per distinct supported evaluation: relevant correction/evidence, why it matters for future learning. Examples: liking diagrams does not prove an inability to read, so Chen should test ways to use the explanation rather than skip it; the first Thursday check still missed the reason, so the term list alone did not fix everything; one graph and the same partner do not establish all-graph understanding, so a different graph or unaided check is needed; a future full-mark result is outside the evidence, so replace it with a controllable task. Repeating the small-sample limit for two different claims earns only one evaluation.

Exercise 3.2

3.2 Write a 100–130 word reflection for Chen using both dates. Include observed evidence, a revised possible explanation, the practice action and feedback, a limit to Thursday's result and a checkable next plan. Keep the account truthful and in Chen's own voice. [8]

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3.2 Local analytic rubric, $8 \times B1$: accurate Monday success; accurate Monday difficulty; vocabulary-only cause kept provisional; Thursday’s specific action; first feedback and resulting revision; accurate later partner result with a scope limit; feasible next task and review; coherent truthful 100–130 word account. Example: “On Monday I plotted four points correctly but did not explain why one segment was steeper. I guessed that vocabulary was the only problem, although I had no recorded first-language explanation to check that. On Thursday I practised a new graph with three key terms. My partner could identify the steeper segment but not its reason. Comparing my recording with the worked explanation showed a missing link between vertical and horizontal changes. I added that link, and the same partner then repeated the reason correctly. This checks only one graph with support. On Monday I will try another graph without the term list, ask for the reason to be repeated and record what still needs work.”