bananalearn

LEARN IT. UNDERSTAND IT. TRY IT.

Revision without just rereading notes

Practice worksheet - Learning support · Parent guide

Name: _____ Date: _____

Show your working. Answers and explanations follow on a separate page.

These are practice decisions for parents and learners, not an assessment or diagnosis. Compare the suggested response with the explanation and adapt it to the actual task.

Write an answer and your reason before opening the explanation. Check the reasoning as well as the final answer.

Read this passage before the related questions

Amal reached the bus stop and opened her bag. She checked the small pocket twice, then ran back towards the house. Her bus pass was still on the kitchen table.

1. Solve 2a + 4 = 14.

2. Does x = 5 satisfy 3x + 5 = 20?

3. What is wrong with removing +5 by adding 5?

4. What supports Amal returning home?

5. Is "It was raining" supported in Amal's passage?

6. Improve the task label "Revise Maths".

7. How should a correct answer after two hints be recorded?

8. Is rereading always useless?

9. What if you are unsure whether the marking scheme accepts an answer?

10. Should the next question be exactly the same as the corrected one?

11. Must every error become today's task?

12. Why keep the original wrong attempt?

13. Does one successful session prove lasting recall?

14. Create an error-to-action note for a missed unit.

Answers and explanations

Answer key - Learning support · Parent guide

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1. a = 5.

Subtract 4, then divide 10 by 2; check 2 × 5 + 4 = 14.

2. Yes.

Substitution gives 15 + 5 = 20.

3. It does not undo the addition.

Use subtraction on both sides.

4. Her bus pass was still on the kitchen table.

That is relevant evidence in the passage.

5. No.

The passage gives no weather information.

6. Solve a two-step equation and check by substitution.

A task should have an observable outcome.

7. Correct with support.

Do not count it as an independent response.

8. No.

It can clarify information; add an attempt or explanation to check use.

9. Record the question for the teacher.

Do not invent an examination rule.

10. Use a new but related example.

This helps distinguish understanding from repeating the answer.

11. No.

Choose a manageable number worth revisiting.

12. It shows the step that changed.

The correction is easier to explain beside it.

13. No.

A later fresh attempt gives additional evidence.

14. For example: I calculated centimetres but wrote metres; label the quantity and convert before answering.

Name the specific repair rather than writing be careful.