

Appendices

1. Observation schedules

A- School X, Subject 1

Checklist for the identification of improvement in attitude and grade for an exam response with the use of a model answer.		
Name: [REDACTED]	DOB: [REDACTED] 6	Target Grade: C Before Grade: U After Grade: D
Level before model answer (WAGOLL)	Pupils Work	Attitude
1	Pupil makes no effort to answer question.	Student showing signs of anxiety and withdrawal. They're body language is displaying signals of stress. Also, student verbally expresses frustration e.g. sighing, complaining, withdrawing.
2	Student makes little effort to deliver a response to an answer and has minimum understanding of what is expected of them.	Posture, facial expressions and actions indicate that the student does not feel at ease with the task, however, the signals are less explicit than level 1.
3	Student attempts the question and is able to identify key concepts to discuss, but lacks structure, depth and length.	The student has a neutral posture. Facial expressions show little or no emotion. Student refrains from expressing emotional state.
4	Students attempt is strong. They are able to comprehend the necessary elements examiners reward them for. They are able to demonstrate knowledge in depth and apply that knowledge to the question. The response can in some instances lack coherence or structure.	The student shows attributes indicated within level 5, however, these signals are not constantly present with the same intensity.
5	Students response is of an excellent standard. They clearly comprehend what is necessary to succeed. The structure of the response is appropriate, and the level of depth and breadth of their answer demonstrates sound academic knowledge and confidence in capabilities.	Student appears confident and positive about the task. Body language is relaxed, and student is able to motivate and encourage peers. Student verbally expresses self-confidence.
Level		
Level after model answer (WAGOLL)	Pupils work	Attitude
1	Pupil makes no effort to answer question.	Student showing signs of anxiety and withdrawal. They're body language is displaying signals of stress. Also, student verbally expresses frustration e.g. sighing, complaining, withdrawing.

2	Student makes little effort to deliver a response to an answer and has minimum understanding of what is expected of them.	Posture, facial expressions and actions indicate that the student does not feel at ease with the task, however, the signals are less explicit than level 1.
3	Student attempts the question and is able to identify key concepts to discuss, but lacks structure, depth and length.	The student has a neutral posture. Facial expressions show little or no emotion. Student refrains from expressing emotional state.
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5	Students response is of an excellent standard. They clearly comprehend what is necessary to succeed. The structure of the response is appropriate, and the level of depth and breadth of their answer demonstrates sound academic knowledge and confidence in capabilities.	Student appears confident and positive about the task. Body language is relaxed, and student is able to motivate and encourage peers. Student verbally expresses self-confidence.
Level		

B- School X, Subject 2

Checklist for the identification of improvement in attitude and grade for an exam response with the use of a model answer.		
Name: [REDACTED]	DOB: [REDACTED] 6	Target Grade: C Before Grade: D After Grade: C
Level before model answer (WAGOLL)	Pupils Work	Attitude
1	Pupil makes no effort to answer question.	Student showing signs of anxiety and withdrawal. They're body language is displaying signals of stress. Also, student verbally expresses frustration e.g. sighing, complaining, withdrawing.
2	Student makes little effort to deliver a response to an answer and has minimum understanding of what is expected of them.	Posture, facial expressions and actions indicate that the student does not feel at ease with the task, however, the signals are less explicit than level 1.
3	Student attempts the question and is able to identify key concepts to discuss, but lacks structure, depth and length.	The student has a neutral posture. Facial expressions show little or no emotion. Student refrains from expressing emotional state.
4	Students attempt is strong. They are able to comprehend the necessary elements examiners reward them for. They are able to demonstrate knowledge in depth and apply that knowledge to the question. The response can in some instances lack coherence or structure.	The student shows attributes indicated within level 5, however, these signals are not constantly present with the same intensity.
5	Students response is of an excellent standard. They clearly comprehend what is necessary to succeed. The structure of the response is appropriate, and the level of depth and breadth of their answer demonstrates sound academic knowledge and confidence in capabilities.	Student appears confident and positive about the task. Body language is relaxed, and student is able to motivate and encourage peers. Student verbally expresses self-confidence.
Level		
Level after model answer (WAGOLL)	Pupils work	Attitude
1	Pupil makes no effort to answer question.	Student showing signs of anxiety and withdrawal. They're body language is displaying signals of stress. Also, student verbally expresses frustration e.g. sighing, complaining, withdrawing.

2	Student makes little effort to deliver a response to an answer and has minimum understanding of what is expected of them.	Posture, facial expressions and actions indicate that the student does not feel at ease with the task, however, the signals are less explicit than level 1.
3	Student attempts the question and is able to identify key concepts to discuss, but lacks structure, depth and length.	The student has a neutral posture. Facial expressions show little or no emotion. Student refrains from expressing emotional state.
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5	Students response is of an excellent standard. They clearly comprehend what is necessary to succeed. The structure of the response is appropriate, and the level of depth and breadth of their answer demonstrates sound academic knowledge and confidence in capabilities.	Student appears confident and positive about the task. Body language is relaxed, and student is able to motivate and encourage peers. Student verbally expresses self-confidence.
Level		

C- School X, Subject 3

Checklist for the identification of improvement in attitude and grade for an exam response with the use of a model answer.		
Name: [REDACTED]	DOB: [REDACTED] 5	Target Grade: C Before Grade: D After Grade: C
Level before model answer (WAGOLL)	Pupils Work	Attitude
1	Pupil makes no effort to answer question.	Student showing signs of anxiety and withdrawal. They're body language is displaying signals of stress. Also, student verbally expresses frustration e.g. sighing, complaining, withdrawing.
2	Student makes little effort to deliver a response to an answer and has minimum understanding of what is expected of them.	Posture, facial expressions and actions indicate that the student does not feel at ease with the task, however, the signals are less explicit than level 1.
3	Student attempts the question and is able to identify key concepts to discuss, but lacks structure, depth and length.	The student has a neutral posture. Facial expressions show little or no emotion. Student refrains from expressing emotional state.
4	Students attempt is strong. They are able to comprehend the necessary elements examiners reward them for. They are able to demonstrate knowledge in depth and apply that knowledge to the question. The response can in some instances lack coherence or structure.	The student shows attributes indicated within level 5, however, these signals are not constantly present with the same intensity.
5	Students response is of an excellent standard. They clearly comprehend what is necessary to succeed. The structure of the response is appropriate, and the level of depth and breadth of their answer demonstrates sound academic knowledge and confidence in capabilities.	Student appears confident and positive about the task. Body language is relaxed, and student is able to motivate and encourage peers. Student verbally expresses self-confidence.
Level		
Level after model answer (WAGOLL)	Pupils work	Attitude
1	Pupil makes no effort to answer question.	Student showing signs of anxiety and withdrawal. They're body language is displaying signals of stress. Also, student verbally expresses frustration e.g. sighing, complaining, withdrawing.

2	Student makes little effort to deliver a response to an answer and has minimum understanding of what is expected of them.	Posture, facial expressions and actions indicate that the student does not feel at ease with the task, however, the signals are less explicit than level 1.
3	Student attempts the question and is able to identify key concepts to discuss, but lacks structure, depth and length.	The student has a neutral posture. Facial expressions show little or no emotion. Student refrains from expressing emotional state.
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5	Students response is of an excellent standard. They clearly comprehend what is necessary to succeed. The structure of the response is appropriate, and the level of depth and breadth of their answer demonstrates sound academic knowledge and confidence in capabilities.	Student appears confident and positive about the task. Body language is relaxed, and student is able to motivate and encourage peers. Student verbally expresses self-confidence.
Level		

D- School Y, Subject 1

Checklist for the identification of improvement in attitude and grade for an exam response with the use of a model answer.		
Name: [REDACTED]	DOB: [REDACTED] 3	Target Grade: Merit Before Grade: Pass After Grade: Merit
Level before model answer (WAGOLL)	Pupils Work	Attitude
1	Pupil makes no effort to answer question.	Student showing signs of anxiety and withdrawal. They're body language is displaying signals of stress. Also, student verbally expresses frustration e.g. sighing, complaining, withdrawing.
2	Student makes little effort to deliver a response to an answer and has minimum understanding of what is expected of them.	Posture, facial expressions and actions indicate that the student does not feel at ease with the task, however, the signals are less explicit than level 1.
3	Student attempts the question and is able to identify key concepts to discuss, but lacks structure, depth and length.	The student has a neutral posture. Facial expressions show little or no emotion. Student refrains from expressing emotional state.
4	Students attempt is strong. They are able to comprehend the necessary elements examiners reward them for. They are able to demonstrate knowledge in depth and apply that knowledge to the question. The response can in some instances lack coherence or structure.	The student shows attributes indicated within level 5, however, these signals are not constantly present with the same intensity.
5	Students response is of an excellent standard. They clearly comprehend what is necessary to succeed. The structure of the response is appropriate, and the level of depth and breadth of their answer demonstrates sound academic knowledge and confidence in capabilities.	Student appears confident and positive about the task. Body language is relaxed, and student is able to motivate and encourage peers. Student verbally expresses self-confidence.
Level	3	2
Level after model answer (WAGOLL)	Pupils work	Attitude
1	Pupil makes no effort to answer question.	Student showing signs of anxiety and withdrawal. They're body language is displaying signals of stress. Also, student verbally expresses frustration e.g. sighing, complaining, withdrawing.

2	Student makes little effort to deliver a response to an answer and has minimum understanding of what is expected of them.	Posture, facial expressions and actions indicate that the student does not feel at ease with the task, however, the signals are less explicit than level 1.
3	Student attempts the question and is able to identify key concepts to discuss, but lacks structure, depth and length.	The student has a neutral posture. Facial expressions show little or no emotion. Student refrains from expressing emotional state.
4	Students attempt is strong. They are able to comprehend the necessary elements examiners reward them for. They are able to demonstrate knowledge in depth and apply that knowledge to the question. The response can in some instances lack coherence or structure.	The student shows attributes indicated within level 5, however, these signals are not constantly present with the same intensity.
5	Students response is of an excellent standard. They clearly comprehend what is necessary to succeed. The structure of the response is appropriate, and the level of depth and breadth of their answer demonstrates sound academic knowledge and confidence in capabilities.	Student appears confident and positive about the task. Body language is relaxed, and student is able to motivate and encourage peers. Student verbally expresses self-confidence.
Level	4	3

E- School Y, Subject 2

Checklist for the identification of improvement in attitude and grade for an exam response with the use of a model answer.		
Name: [REDACTED]	DOB: [REDACTED] 3	Target Grade: Merit Before Grade: Pass After Grade: Merit
Level before model answer (WAGOLL)	Pupils Work	Attitude
1	Pupil makes no effort to answer question.	Student showing signs of anxiety and withdrawal. They're body language is displaying signals of stress. Also, student verbally expresses frustration e.g. sighing, complaining, withdrawing.
2	Student makes little effort to deliver a response to an answer and has minimum understanding of what is expected of them.	Posture, facial expressions and actions indicate that the student does not feel at ease with the task, however, the signals are less explicit than level 1.
3	Student attempts the question and is able to identify key concepts to discuss, but lacks structure, depth and length.	The student has a neutral posture. Facial expressions show little or no emotion. Student refrains from expressing emotional state.
4	Students attempt is strong. They are able to comprehend the necessary elements examiners reward them for. They are able to demonstrate knowledge in depth and apply that knowledge to the question. The response can in some instances lack coherence or structure.	The student shows attributes indicated within level 5, however, these signals are not constantly present with the same intensity.
5	Students response is of an excellent standard. They clearly comprehend what is necessary to succeed. The structure of the response is appropriate, and the level of depth and breadth of their answer demonstrates sound academic knowledge and confidence in capabilities.	Student appears confident and positive about the task. Body language is relaxed, and student is able to motivate and encourage peers. Student verbally expresses self-confidence.
Level	3	3
Level after model answer (WAGOLL)	Pupils work	Attitude
1	Pupil makes no effort to answer question.	Student showing signs of anxiety and withdrawal. They're body language is displaying signals of stress. Also, student verbally expresses frustration e.g. sighing, complaining, withdrawing.

2	Student makes little effort to deliver a response to an answer and has minimum understanding of what is expected of them.	Posture, facial expressions and actions indicate that the student does not feel at ease with the task, however, the signals are less explicit than level 1.
3	Student attempts the question and is able to identify key concepts to discuss, but lacks structure, depth and length.	The student has a neutral posture. Facial expressions show little or no emotion. Student refrains from expressing emotional state.
4	Students attempt is strong. They are able to comprehend the necessary elements examiners reward them for. They are able to demonstrate knowledge in depth and apply that knowledge to the question. The response can in some instances lack coherence or structure.	The student shows attributes indicated within level 5, however, these signals are not constantly present with the same intensity.
5	Students response is of an excellent standard. They clearly comprehend what is necessary to succeed. The structure of the response is appropriate, and the level of depth and breadth of their answer demonstrates sound academic knowledge and confidence in capabilities.	Student appears confident and positive about the task. Body language is relaxed, and student is able to motivate and encourage peers. Student verbally expresses self-confidence.
Level	5	4

F- School Y, Subject 3

Checklist for the identification of improvement in attitude and grade for an exam response with the use of a model answer.		
Name: [REDACTED]	DOB: [REDACTED] 2	Target Grade: Merit Before Grade: Pass After Grade: Merit
Level before model answer (WAGOLL)	Pupils Work	Attitude
1	Pupil makes no effort to answer question.	Student showing signs of anxiety and withdrawal. They're body language is displaying signals of stress. Also, student verbally expresses frustration e.g. sighing, complaining, withdrawing.
2	Student makes little effort to deliver a response to an answer and has minimum understanding of what is expected of them.	Posture, facial expressions and actions indicate that the student does not feel at ease with the task, however, the signals are less explicit than level 1.
3	Student attempts the question and is able to identify key concepts to discuss, but lacks structure, depth and length.	The student has a neutral posture. Facial expressions show little or no emotion. Student refrains from expressing emotional state.
4	Students attempt is strong. They are able to comprehend the necessary elements examiners reward them for. They are able to demonstrate knowledge in depth and apply that knowledge to the question. The response can in some instances lack coherence or structure.	The student shows attributes indicated within level 5, however, these signals are not constantly present with the same intensity.
5	Students response is of an excellent standard. They clearly comprehend what is necessary to succeed. The structure of the response is appropriate, and the level of depth and breadth of their answer demonstrates sound academic knowledge and confidence in capabilities.	Student appears confident and positive about the task. Body language is relaxed, and student is able to motivate and encourage peers. Student verbally expresses self-confidence.
Level	3	1
Level after model answer (WAGOLL)	Pupils work	Attitude
1	Pupil makes no effort to answer question.	Student showing signs of anxiety and withdrawal. They're body language is displaying signals of stress. Also, student verbally expresses frustration e.g. sighing, complaining, withdrawing.

2	Student makes little effort to deliver a response to an answer and has minimum understanding of what is expected of them.	Posture, facial expressions and actions indicate that the student does not feel at ease with the task, however, the signals are less explicit than level 1.
3	Student attempts the question and is able to identify key concepts to discuss, but lacks structure, depth and length.	The student has a neutral posture. Facial expressions show little or no emotion. Student refrains from expressing emotional state.
4	Students attempt is strong. They are able to comprehend the necessary elements examiners reward them for. They are able to demonstrate knowledge in depth and apply that knowledge to the question. The response can in some instances lack coherence or structure.	The student shows attributes indicated within level 5, however, these signals are not constantly present with the same intensity.
5	Students response is of an excellent standard. They clearly comprehend what is necessary to succeed. The structure of the response is appropriate, and the level of depth and breadth of their answer demonstrates sound academic knowledge and confidence in capabilities.	Student appears confident and positive about the task. Body language is relaxed, and student is able to motivate and encourage peers. Student verbally expresses self-confidence.
Level	4	4

2. Interview questions

School X: interview with subjects.

A. Responses from focus group school X

- Discuss your feelings about today's lesson with each other?

Subject 3: I learnt a lot in today's lesson, especially about the role of Henry the 8th and how he changed how the Church worked.

- How do you feel about the upcoming exams?

Subject 1: Not confident

Subject 2: Nervous

- Which exam question did you feel more comfortable with and why?

Subject 2: The second one because we had the WAGOLL to help us.

- What is your opinion on model answers?

Subject 3: Really help.

Subject 2: if we get stuck, we can use bits of the WAGOLL to help us.

Subject 1: It boosts our confidence because we know what we are doing.

- Where elements of the lesson confusing or challenging?

Subject 1: The parts before we got the WAGOLL were confusing because we didn't know what to do and with the hinge questions, I didn't know many of the answers. Then when we got the WAGOLL it helped me to learn more.

Subject 2 and 3: same

- Are there any other strategies you can think of that help you with your question responses for us to implement to help you achieve?

Subject 2: It can't be really easy because we want really learn anything without challenge.

- If I were to teach this lesson again, what could I do

on.

- Discuss your feelings about today's lesson with each other?

Subject 1: "It was alright actually"

Subject 2: "Ye I liked it because we had examples"

Subject 3: "Ye it was good"

- How do you feel about the upcoming exams?

Subject 1: "I'm worried, a little less after today's lesson though"

Subject 2: "Feel better after the lesson"

Subject 3: "Still a little nervous but today's lesson showed me I could do it"

Subject 1&2: "Ye me too"

- Which exam question did you feel more comfortable with and why?

Subject 1: "Second one because I had more of an idea of what to write"

Subject 2: "Ye because for the first one I was just blabbering"

Subject 3: "The example and the help sheets helped me much better because I could see what my work was supposed to look like"

- What is your opinion on model answers? NO RESPONSE

- Where elements of the lesson confusing or challenging?

Subject 1: "To start it and write it. Like trying to actually write it but then after that I was fine"

Subject 2: "The first bit was challenging"

Subject 3: "Ye and then it was so much easier"

- Are there any other strategies you can think of that help you with your question responses for us to implement to help you achieve?

Subject 1: "More model answers and examples ye"

Subject 2: "Sentence structures and that. As I find it hard to start"

Subject 3: "More lessons like this will help us be more prepared for exams I think"

- If I were to teach this lesson again, what could I do differently to improve?

Subject 1: "Go through the example together"

Subject 2: "Ye the same"

Subject 3: "I think it was good"

3. Reflection

A. Reflection of lessons study school X

Gibbs 1998, 6 Reflective Cycles

Reflection Model

DESCRIPTION: What happened? How did it happen? Where? When? Who else was there? Did someone react? How did they react? Why were you there? What did you do? What happened at the end? This builds up the background and a better understanding of the incident.	The lesson study was conducted in a mixed ability year 9 class who have begun the GCSE course (KS4). School X achieves excellent level 2 threshold results consistently; however, I became interested in enhancing the prosperity of lower attainers. The research was conducted in a natural environment and set out like a usual lesson. The learners were all aware of the purpose of the lesson and all gave assent for their data to be collected and used. To ease learners into exam frame of mind, the starter activity consisted of the analysis of a definition. The Learners had to identify what key term the definition belonged to. A further discussion was held on how to extend the definition to achieve 2 full marks in the exam. The next section of the lesson involved recall. Hinge questions were used to assess how well the learners have retained key information on the topic. The learners peer-assessed each other's answers. Next, the lesson study commenced. Learners were presented with a short exam style question and a time limit to complete it in. Exam conditions were standard, and no help was available to learners. Once time was up, each learner was presented with an example answer. School X refers to model answers as WAGOLL (what a good one looks like). The learners had to analyse the WAGOLL to identify the strengths and weaknesses which were discussed as a class. The expectations of this form of exam questions were outlined and details of the content that could be included in an answer were shared. Now the learners had the foundations of how to answer this question they were given an opportunity to redraft.
FEELINGS: What did you feel before the incident? During it? After it was all over? What do you think other people felt? What do you feel about the incident now? What do you think others feel about it now?	As the classroom teacher, it was difficult to see a small proportion of learners displaying attributes of discomfort and stress when expected to answer an exam question with no help. Instinct would have had me assist in any way I could. However, as a researcher it was interesting to observe the difference in body language between the first and second attempt of answering the question. After the lesson it was important to debrief the learnings and explain that situations where they are left unsupported will not occur regularly.
EVALUATION: What went well? What did not? What were the negatives and the positives of the situation? How did you and the others contribute to it (positively or negatively)	All learners were fully engaged in the lesson and demonstrated understanding when analysing the WAGOLL (model answer). The structure of the lesson fitted well with the research meaning that the lesson felt authentic and in line with the content currently being covered. A one-off, obscure lesson may have led to excitement or disengagement. Complications with choosing the three subjects for the focus group emerged as many of the low attaining learners attend intervention sessions which disrupted the research. However, back-up learners were already considered.
ANALYSIS: Think about what might have hindered or helped the situation	The presence of another authoritative figure (research partner) creates an obvious Hawthorne effect, whether this has been a benefit or burden to the study is questionable.

Gibbs 1998, 6 Reflective Cycles

	Fully explaining the lesson study and giving clarity to the learners provided them with reassurance when being presented with exam style questions which helped ease the discomfort of the situation. Although the hypothesis was met, the learners were not guided towards the hypothesis.
CONCLUSION: Consider what did you learn from the situation. What else could you have done in that situation? What skills will help you cope with it better next time? How differently would you react if you face a similar situation again? If the outcomes were negative, how would you avoid that? If the outcomes were positive, how could you improve it for you and everyone else?	This study has demonstrated the value model answers have within education. However, it has also brought about question about how they should be used. Maybe its devising a success criterion from analysing a model answer that is beneficial to attainment over the example itself. Scaffolding methods are vital to success for all learners. I have also learnt that it is important to condition learners into feeling calm and collected with exam questions in order to adequately prepare them for GCSEs and beyond.
ACTION PLAN: This area deals with the plan of how to effectively handle and improve the situation next time. Any training, skill, or habit that can equip you with handling the situation better if it occurs again? Is there something more to be learned for a better outcome? Work out the areas that need work and thrive to improve in them.	When implementing model answers into my daily teaching routine, I need to consider their purpose. Are they to model expectations or to devise a success criterion? Modelling is a form of scaffolding and therefore should be differentiated to meet the needs of all learners. It would be interesting to research if MAT learners respond in the same way to model answers.

B. Reflection of lesson study school Y

Gibbs 1998, 6 Reflective Cycles

Reflection Model

DESCRIPTION: What happened? How did it happen? Where? When? Who else was there? Did someone react? How did they react? Why were you there? What did you do? What happened at the end? This builds up the background and a better understanding of the incident.	In a Year 12 Media lesson pupils were given the focus of responding to exam questions. Pupils were first asked to write their response to an exam question using only their annotation notes. Pupils had 15 minutes to provide a written critical analysis based on how different elements of mise-en-scene provide information about the story, character, song etc. The pupils were then given scaffolds such as a model answer, word bank and a checklist to help guide them when improving their answers. Pupils used the checklist to help with things they could be missing and the structure. The word bank was in place to ensure quality of writing and using media terminology. Pupils were then given 20 minutes and were asked to use all guidance provided to redraft and improve their answers. Throughout the lesson my research partner observed 3 pupils using an observation schedule which analysed their performance in exam questions as well as their attitude towards completing exam questions. After this lesson had been delivered an interview took place to assess the subject's perception of the lesson study. This was an investigation into seeing if model answers improve exam responses.
FEELINGS: What did you feel before the incident? During it? After it was all over? What do you think other people felt? What do you feel about the incident now? What do you think others feel about it now?	Throughout the first task, I found it very distressing as I could see the students were uneasy with the task and were struggling to start. I found it very hard not to help the student when they were in need but if they were helped the research wouldn't be efficient. During the second task I felt really proud as the student teacher. I could really see the difference in their confidence towards completing the task which was very rewarding. I felt the student were very positive towards the lesson which was discussed in the interview. Now the lesson study is complete, I am looking forward to the next lesson study as the observer.
EVALUATION: What went well? What did not? What were the negatives and the positives of the situation? How did you and the others contribute to it (positively or negatively)	The three students have proven to show, model answers and scaffolding has had a positive effect on their learning. This is shown through the increased results of student's work ethic, attitude and grades towards the tasks. From the interview responses it also shows that students feel more comfortable with the extra support and feel it helps them prepare for their upcoming exams. However, there were some issues which could have been improved. I found the lesson was too short for the investigation and needed to be at least over 2 lessons. The students also raised that they would of liked to go through the model answer as a class. It was also suggested by student two that sentence starters could be a possible strategy.
ANALYSIS: Think about what might have hindered or helped the situation	I think the timing was something which made it difficult for the students to complete the task to their highest standard. Therefore, a longer time scale would have been more efficient. The idea of their main teacher in the room didn't help as the teacher had to be reminded that they couldn't help the students either. This seemed to be a distraction but this couldn't be avoided.

Gibbs 1998, 6 Reflective Cycles

CONCLUSION: Consider what did you learn from the situation. What else could you have done in that situation? What skills will help you cope with it better next time? How differently would you react if you face a similar situation again? If the outcomes were negative, how would you avoid that? If the outcomes were positive, how could you improve it for you and everyone else?	To conclude model answers have proven to have a positive effect on the students learning. However, it does raise the question of when should/could they be used. Not only has model answers proven to be successful but the scaffolding sheets seem to be just as helpful. Although this has been a positive outcome, this was only based on three lower ability students. This makes me want to challenge the research by looking at bigger class sizes and different abilities.
ACTION PLAN : This area deals with the plan of how to effectively handle and improve the situation next time. Any training, skill, or habit that can equip you with handling the situation better if it occurs again? Is there something more to be learned for a better outcome? Work out the areas that need work and thrive to improve in them.	Next time, I would ensure that the time period is longer for the research study as some efficiency could have been lost. I will look at a larger sample of students to be more accurate. I would also like to look at different abilities, either MAT or mixed and then compare them to the results found in this study.

4. Consent letter

CONSENT FORM PROJECT TITLE: Do model answers improve exam responses?	
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Name of Researcher: Miss Lewis

Please initial box

1. I confirm that I have read and understand the information sheet dated XXXX for the above study. ☐
2. I understand that my child's participation is voluntary and that I am free to withdraw my child from the study at any time, without giving any reason. ☐
3. I understand that my child can choose to withdraw at any time, without giving a reason. ☐
4. I understand that the information given by my child will be used in a university assignment. ☐
5. I understand that my child's name will not appear at any time. ☐
6. I agree for my child to take part in the above study. ☐

Child's name _____ Parent signature _____ Date _____

When completed, please return in the envelope provided to Miss Lewis by the of (date)

Thank you.

INFORMATION SHEET PROJECT TITLE:

Dear Parent / Guardian,

My name is Miss Lewis and I am studying for a PGCE qualification at Yr. 4th yr, University of Wales Trinity Saint David. I am currently a student teacher within and am teaching in your child's class.

I would like to invite your child to participate in my research project. The title of the project is 'Do model answers improve exam responses?' and I aim to research how best to support students in achieving or surpassing their target grade. Through your child's participation, I hope to ascertain the impact model answers have on grades, as well as how they improve attitude and confidence in completing exam questions.

The process will involve a colleague observing the lesson and the comparison of grades in two exam answers. I will also be conducting short interview with a focus group following the lesson to incorporate student voice into the data collected. The group interviewed will be recorded and this audio recording will be used in analysis.

All names will be kept strictly confidential and will only be known by myself and my research partner. Your child's participation in this study is completely voluntary so you or your child can withdraw from the study at any stage. Your child will also be asked to give their assent before the study begins.

After careful and precise analysis of the data obtained from the lesson observation and group interview, I would be happy to provide you with a copy of the findings at your request. The results of the research will be discussed in a university assignment that will contribute to my PGCE course. The results of this study will be stored on a password protected USB and all raw data will be destroyed once the assessment has been marked.

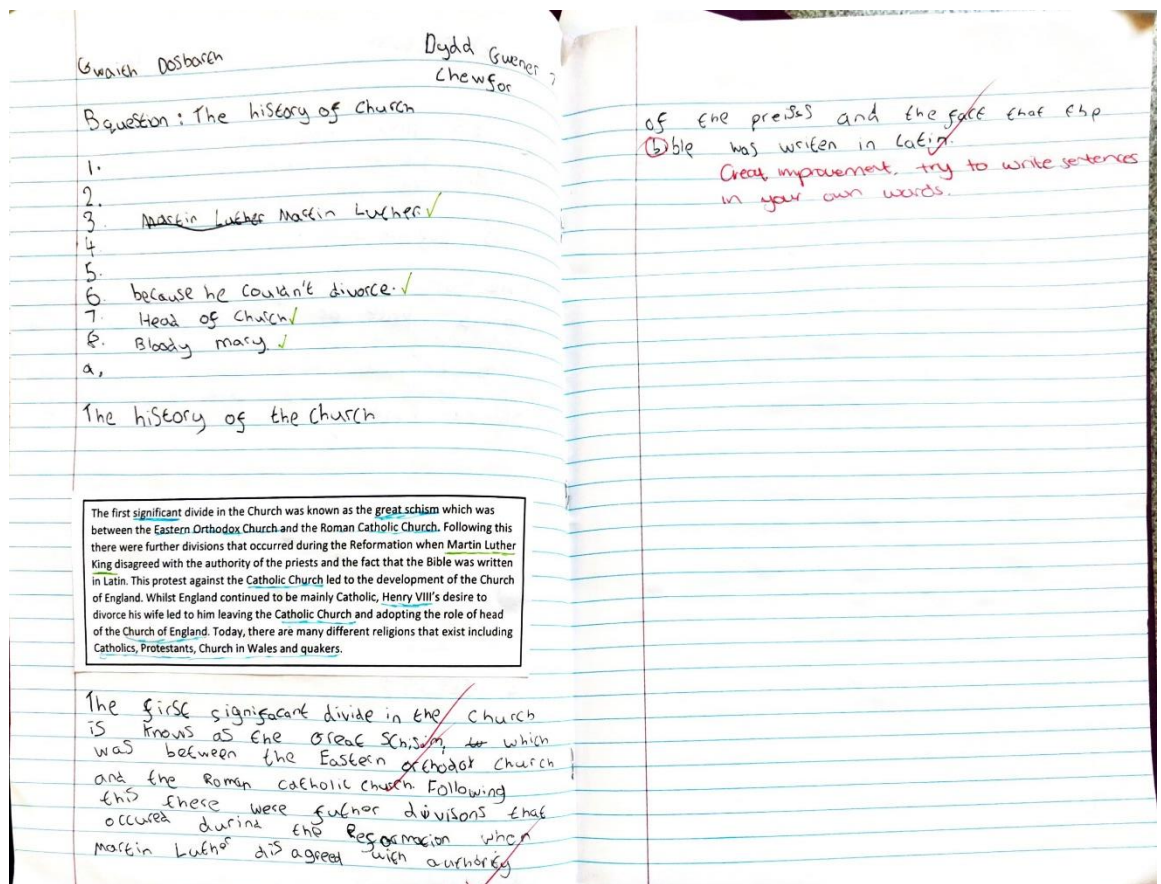
I thank you in advance for your time. If any questions do arise, feel free to contact me at your convenience.

Yours sincerely,

Miss Lewis

5. Copies of pupils' work

A. School X, Subject 1



B. School X, Subject 2

Grainth Desbath 7th February 2020
B Question: The History of the church

Hinge Question

1. The great schism x
2. The Reformation x
3. Martin Luther ✓
4. Why language was hated and people had to pay to read it
5. Protestant ✓
6. To divorce his wife ✓
7. Head of the church of England ✓
8. Bloody Mary ✓
9. Roman Catholic ✓

The history of the church started when they split into two groups. The Great Schism and the Reformation. Martin Luther who didn't like the rules of the churches so he wrote all 95 of them on a sheet and put them on a wall. One of the reasons was that the language of the Bible was Latin and people couldn't read them so they had to believe what the church said. Then there was Henry the VIII who wanted to divorce his wife but the church said no so he moved to England and named himself the head of the church of England.

The first significant divide in the Church was known as the great schism which was between the Eastern Orthodox Church and the Roman Catholic Church. Following this there were further divisions that occurred during the Reformation when Martin Luther disagreed with the authority of the priests and the fact that the Bible was written in Latin. This protest against the Catholic Church led to the development of the Church of England. Whilst England continued to be mainly Catholic, Henry VIII's desire to divorce his wife led to him leaving the Catholic Church and adopting the role of head of the Church of England. Today, there are many different religions that exist including Catholics, Protestants, Church in Wales and Quakers.

The history of the Church started when they split into two groups. The Great Schism is where the Eastern Orthodox and Roman Catholic Church separated. After that there was another division that happened at the Reformation when Martin Luther disagreed with the laws of the churches so he wrote 95 theses and he translated the Bible into German. Finally Henry VIII wanted to divorce his wife so that led him to leaving the Catholic church and named himself the head of the Church of England.

Much improved. De ben!

C. School X, Subject 3

- 5) Protestant ✓
- 6) he wanted a divorce but was rejected ✓
- 7) head of the church of England ✓
- 8) Bloody Mary ✓
- 9) the church of Wales ✓

Describe the key events:

Europe was divided into the schism and the Reformation. Martin Luther changed the Bible into English because it was Latin. Henry the VIII made himself head of the church in England. Bloody Mary rejected her title after killing 300 Protestants.

The first ~~the~~ significant split in the Church was known as the Great Schism which was between the Eastern Orthodox Church and the Roman Catholic Church. Following this there were more splits that happened during the Reformation when Martin Luther did not agree with the authority of the priests and the fact that the Bible was written in Latin.

6. Results

