



Y7 Independent Learning Task

Subject:	Mathematics			
ILT #6	Flashcard Challenge			
Week set:				
Duration:	Approximately 1 hour			
Hand in:				
Instructions:	Choose a topic from Modules 9–12. Create at least 15 flashcards to help you learn the key knowledge from your chosen topic. Write a question or prompt on one side and the answer on the other. Keep each card clear and concise, and include diagrams or symbols where useful. Use the flashcards to test yourself on three separate occasions, record or track your scores, and try to improve each time.			
Skills:	This task develops students' ability to: • Use retrieval practice to strengthen long-term memory. • Select and summarise key mathematical knowledge. • Write clear questions, prompts and accurate answers. • Use mathematical vocabulary, examples, diagrams and symbols effectively. • Monitor progress by testing themselves repeatedly and tracking scores. • Reflect on gaps in knowledge and decide what to revisit. • Build independence, organisation, resilience and metacognition.			
Marking schema:		Developing	Proficient	Advanced
	Assessment Area	Emerging	Secure	Excelling
	M athematical Understanding	Some flashcards contain relevant mathematics, but key facts, methods or answers may be incomplete or inaccurate.	Flashcards contain accurate key facts, methods, definitions and examples from the chosen topic, using appropriate mathematical vocabulary.	Flashcards demonstrate secure and detailed understanding, with consistently accurate explanations, examples and connections between mathematical ideas.
	A pplication of Mathematics	Creates some usable questions and answers, but the set may have limited variety or coverage of the topic.	Creates at least 15 clear, useful flashcards that cover important knowledge and include suitable examples, methods, diagrams or symbols where helpful.	Creates a purposeful and varied set of flashcards that tests knowledge in different ways and makes excellent use of examples, representations and connections.
	T hinking & Communication	Questions or answers are sometimes	Questions and answers are clear, concise and well	Communicates mathematical ideas with exceptional clarity and

		unclear, too lengthy or difficult to use for self-testing.	organised, with correct notation and vocabulary so the cards can be used effectively for retrieval practice.	precision, designing prompts that require thoughtful recall rather than simple recognition.
	H abits of Independent Learning	Completes some of the flashcard task but may test irregularly or record limited evidence of progress.	Works independently, tests on three separate occasions, tracks scores and reflects on what needs further practice.	Uses the testing cycle strategically: tracks progress carefully, identifies gaps, adapts the flashcards or revision focus and shows clear improvement over time.
	S tretch & Challenge	Meets the core expectations of the task.	Completes one or more Level Up Challenges, such as creating 20+ cards, adding useful visuals or being tested by someone else.	Goes well beyond the core task, for example by teaching from the flashcards, creating a high-quality digital set, or using results to plan further retrieval practice.
Additional guidance or help:		Checklist: choose a topic from Modules 9–12; create at least 15 flashcards; test yourself three separate times; record or track your scores; reflect on what you need to improve; use correct mathematical vocabulary. How to make the flashcards: write a question or prompt on one side and the answer on the other; keep each card clear, concise and focused on key facts, methods, definitions and examples; include diagrams or symbols if they help you remember. Suggested topics: Module 9 Equations; Module 10 Probability; Module 11 Ratio and Proportion; Module 12 Graphs and Sequences. Level Up: create 20 or more flashcards; add diagrams or symbols; ask a friend or family member to test you; use your flashcards to teach the topic to someone else; or create a digital set of flashcards. Brain science: retrieving information several times with gaps in between helps move knowledge from short-term memory to long-term memory. This is spaced retrieval.		