



Preparing for Exams with AI



Learn how to use AI tools like ChatGPT to help you generate and answer exam questions using the RASE technique. You'll also learn how to assess your answers with a rubric.



RASE

Role: Give the LLM a role

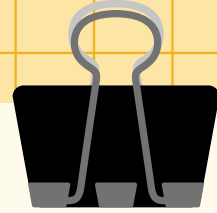
Ask: Clearly define the task you want it to perform

Specific: Is there a specific format, reading age, length, style?

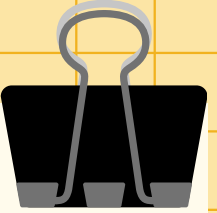
Experiment: Refine your prompt. Ask the LLM for suggestions.



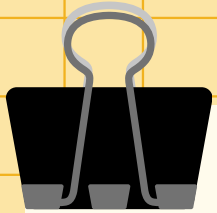
RASE



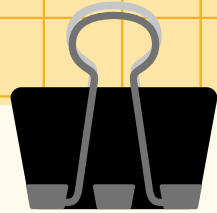
Role: You are an experienced examiner of Leaving Cert English



Ask: Create sample exam questions for higher level English on King Lear, for the single text question.



Specific: The questions should be in the style of questions from recent years.



Experiment: After providing your response, ask me some follow-up questions that would help you provide a better response.



Sample Questions generated using RASE

Sample Question 1:

King Lear is a play about the consequences of foolish decisions.

To what extent do you agree with this view? In your response, refer to the dramatic techniques and character development in the play to support your answer.

Sample Question 2:

The journey of suffering and self-discovery is central to the tragic vision of King Lear.

Discuss how Shakespeare explores this theme through the relationships between parents and children in the play.

Sample Question 3:

King Lear offers audiences both a portrayal of human cruelty and a vision of hope.

Discuss the balance between cruelty and hope in the play, focusing on how Shakespeare uses setting, dialogue, and other dramatic techniques.

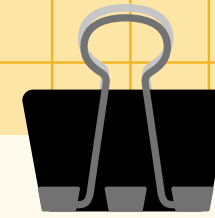
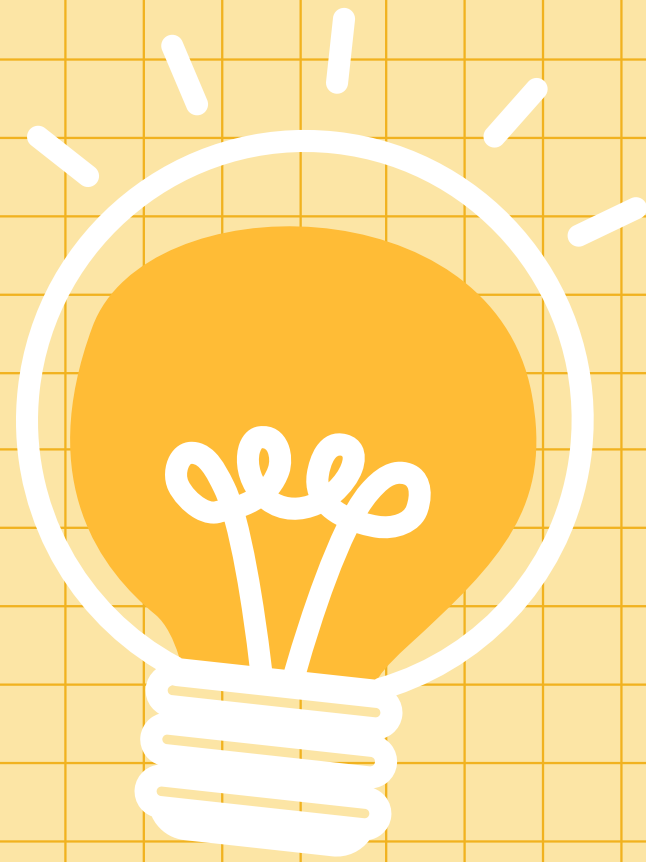
The follow up questions prompt you to tailor your responses further to your students...

Follow-up Questions:

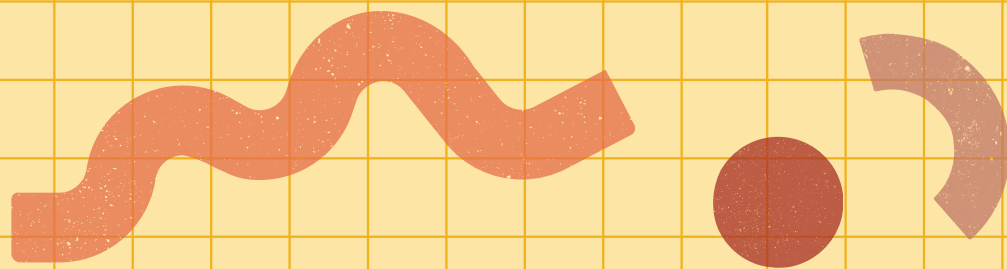
1. Are your students struggling with any particular themes or characters in *King Lear* that you would like the questions to focus on more?
2. Do you prefer the questions to lean more towards literary techniques or thematic analysis?
3. Are there any recurring motifs in recent exams that you'd like reflected more in the questions?
4. How would you like to balance textual analysis with creative interpretations in the students' responses?
5. Do your students need guidance on structuring answers, or are they more comfortable with open-ended questions?



Now create a student-friendly rubric so that they can self-assess their work



Use a prompt such as: Create a student-friendly PCLM rubric designed to help students self-assess their essays





TAAA DAAAH!



Criterion	Excellent	Very Good	Good	Fair	Weak
P – Purpose (30%)	27-30 Fully answers the question; stays on topic with a strong understanding of <i>King Lear</i> .	24-26 Mostly answers the question; minor lapses in focus.	21-23 Answers the question, but some off-topic parts.	18-20 Attempts to answer; lacks focus and depth.	0-17 Does not clearly answer the question or stay on topic.
C – Coherence (30%)	27-30 Clear, logical flow with strong transitions.	24-26 Mostly clear flow; some minor gaps in linking ideas.	21-23 Some structure but lacks flow in places.	18-20 Structure is unclear; ideas are disconnected.	0-17 Lacks structure and logical flow.
L – Language (30%)	27-30 Varied, sophisticated vocabulary and expression.	24-26 Good use of language, with some varied vocabulary.	21-23 Adequate language, but could use more variety.	18-20 Basic language; repetitive or unclear in places.	0-17 Weak language; lacks clarity and precision.
M – Mechanics (10%)	9-10 Few or no grammar, spelling, or punctuation errors.	8 Minor errors that do not affect meaning.	7 Some errors that occasionally affect clarity.	6 Frequent errors that affect readability.	0-5 Many errors that seriously impact understanding.