

How can students improve their examination technique and structure?

All subjects

- Students often need to improve the organisation of their time within examinations, ensuring that they cover all questions in sufficient depth. Often the issue with students given a U4 is that they are either failing to answer all of the questions or they are answering them all but very quickly and therefore ending up with time spare at the end of the exam which they need to use better.
- Students need to highlight and underline questions. This is especially for questions that have more marks. This means they identify the command words and precisely what the question is asking for.
- Students often need to improve their planning skills. Often they fail to plan or do not include in their plans the kind of content which will support strong exam answers. How to plan should be learnt as part of revision.
- Students need to take care with spelling, punctuation and grammar (spg/spag). This is particularly important in those subjects that have spg marks on certain papers/questions.
- If they have any time at the end of the exam they should check back and correct things. They should check spg in questions that attract spg marks in some subjects.
- They should never miss a question out if it should be answered. Trying to answer a question even if they are not sure is more likely to gain marks.
- Take care to be precise and use units etc in answers that require them.

English	<ul style="list-style-type: none">• Students often need to develop their inference skills in reading texts. They need to get better at reading between the lines and understanding implicit meanings in texts in order to improve their exam technique.• Students often need to revise basic literacy skills, not so much to pick up extra marks for technical accuracy, but because literacy weaknesses often disrupt the fluency of their writing and hinder the quality of their points and explanations.
Maths	<ul style="list-style-type: none">• Re-read questions to ensure you have understood what the question has asked you to do. Highlight key information in the question.• Ensure all working out is shown in your solutions.• If you have time at the end of the exam, check through your answers. Re-do any calculations that you have done.

Biology/ Science	<ul style="list-style-type: none"> • Issues in understanding of the command words to ensure the question is answered in the correct context. • Ensure sufficient detail is added to exam question e.g. 3 distinct points/ideas for a 3 mark question. • Difficulty in the application of knowledge to unfamiliar contexts.
Chemistry	<ul style="list-style-type: none"> • Read questions carefully before writing an answer: <ul style="list-style-type: none"> ○ Read the whole of a question first ○ Underline command words and think about what you are being asked to do. ○ Structure/plan long answer questions
Physics/ Science	<p>U4 for Physics means one or more of the following:</p> <ul style="list-style-type: none"> • Not reading questions carefully enough • Not rounding answers accurately to the correct number of significant figures • Not showing working in calculations • Not converting units with prefixes to the standard unit before performing the calculation, e.g. not converting 3.5 kJ to 3,500 J • Not giving enough detail in written answers • Not preparing thoroughly enough for the examination
MFL	<p>A student may be assigned a U4 for Exam Technique in MFL for a number of possible reasons:</p> <ul style="list-style-type: none"> • Listening/Reading exams <ul style="list-style-type: none"> ○ answering in the wrong language ○ leaving answers blank ○ not picking up on distractors such as negatives and 3rd person verbs ○ mis-reading the questions • Speaking/Writing exams <ul style="list-style-type: none"> ○ not developing answers sufficiently ○ not using a wide range of structures or vocabulary ○ not understanding the question ○ not answering the question that has been asked ○ not responding to all aspects of a question ○ trying to over-complicate answers rather than using language acquired in lessons ○ giving irrelevant information in answer to a written task
Geography	<ul style="list-style-type: none"> • Responding to the correct command word in the question e.g. Describe, explain, assess • Using the data provided in the resource as well as your own knowledge. • Including specific facts from case studies to back up your points in your answer. • Using the most appropriate case study example in their answers.
History	<ul style="list-style-type: none"> • You need to improve the structure of your answers to examination questions • You need to increase the amount of evidence you use to support your answers to questions

	<ul style="list-style-type: none"> You need to improve your knowledge of the examination material You need to improve your timing in examinations You need to learn key events and when they happened
Business	<ul style="list-style-type: none"> Poor time management – unable to allocate time effectively Struggles to interpret the question and/or formulate an appropriate response Responses lack clarity, organisation and focus Responses lack sufficient depth of analysis Conclusions are weak with limited justification or evaluation
RS	<ul style="list-style-type: none"> Extend essays by including more Buddhist and Christian teachings and beliefs to support arguments Ensure 12 mark essays include reasoned arguments and judgements Ensure that essays give different points of view on the issue Link essay answers back to the question in each paragraph Improve the frequency of key terminology in written answers Revise more thoroughly using the departmental revision guides Consolidate prior learning by making own revision materials/resources
Dance	<ul style="list-style-type: none"> General exam techniques applies to the written exam in Dance
Drama	<p>Examination technique: Drama</p> <ul style="list-style-type: none"> The timing of each individual paper and timings of question needs to be balanced with marks allowed. They need to time how long they have for opening paragraphs, main body and conclusions They need to recognise what needs a long answer and which is simply information They need to be familiar with the marking criteria They need to work on structure of the essays They need to write visually and be able to describe the moments using the languages of theatre They need to be familiar with and use Drama and theatre terminology correctly They need to answer the question being asked and not a general essay They need to keep to the extract, using cues and specific moments to illustrate their answers They need to be able to name the directors/ designers of the plays they are referring to
Music	<ul style="list-style-type: none"> Choose the correct question that applies to your studies. For example choose the set studies that you have studied. It sounds obvious but it doesn't always happen Read the question carefully i.e "circle TWO multiple choice options (not one). Marks can be thrown away if you're not careful. If you're running out of time in a multiple choice section and you know you will not finish, it is better to mark an answer for each question than to leave it blank

	<ul style="list-style-type: none"> • Read the question carefully i.e your brain can easily trick you into thinking that the question is asking you something that it's not - leading you to write a completely different essay that doesn't actually answer the question, you won't receive any marks for it • Look at the rewards for each question. If two marks are available make two points (use the vocabulary/keywords as a musician). This is usually the case. A one word answer is not going to be enough for a fifteen mark question. • Circle or underline important words in the question to keep you on track. For example - Instructional words such as "compare" and "contrast" • Timings - read the questions before the music starts to play. Work out if you can answer several questions at once (GCSE & A Level listening Examination). Many short questions require only one "listening chance" to answer them. This leaves you the remaining chances to listen for the more complex questions • Planning - plan your essay in pencil at the top of your answer sheet. For each section, make brief notes on the main things that you intend to include. That way, if you don't have time to finish the essay or long question, you may still get some marks for what you were planning to write
PE	<p>For GCSE/BTEC PE</p> <ul style="list-style-type: none"> • Not using the correct command word (describing not explaining) • Not using practical examples when asked • Misinterpreting the key words
Art	<ul style="list-style-type: none"> • The preparation time could have been used more productively with a greater quantity of work being produced. • The research and practical ideas should have been more thorough in order for any technical problems to be addressed. • More in-depth research of artists produced so that a greater understanding of how to develop ideas was generated.
Computer Science	<ul style="list-style-type: none"> • Make sure you read the question fully, highlighting the key terms. e.g. discuss, evaluate, state, identify for example • Be sure to give examples or an application to strengthen your point e.g. an embedded system is often found in a microwave • Make sure you can give the advantages and disadvantages e.g. the benefits of using networks is that it allows for improved communication, the disadvantages are that it can expensive to set up • Try you best to use computing terminology in your responses
Food	<ul style="list-style-type: none"> • Revise topics covered and use white revision guide to practice questions. • Practise long answer questions. • Revise key words and subject specific vocabulary. (Doddle) • Complete questions for homework on Doddle to be SMART marked in lesson.
PD	<ul style="list-style-type: none"> • Revise topics covered and use white revision guide to practice questions. • Practise long answer questions.

	<ul style="list-style-type: none">• Revise key words and subject specific vocabulary. (Doddle)• Complete questions for homework on Doddle to be SMART marked in lesson
Textiles	<ul style="list-style-type: none">• Smart mark Y11 mock exam using mark scheme and red pen to identify topics that require further revision.• Tick off specification topics on checklist that you are confident in. This will enable you to prioritise unfamiliar topics for revision.• Revise topics covered and use white revision guide to practise questions.• Practise long answer questions.• Revise key words and subject specific vocabulary. (Doddle)• Complete questions for homework on Doddle/printed in class. These will be SMART marked using the mark scheme in lesson/homework.