

A Quest(ion) for Success

Aim/Hypothesis

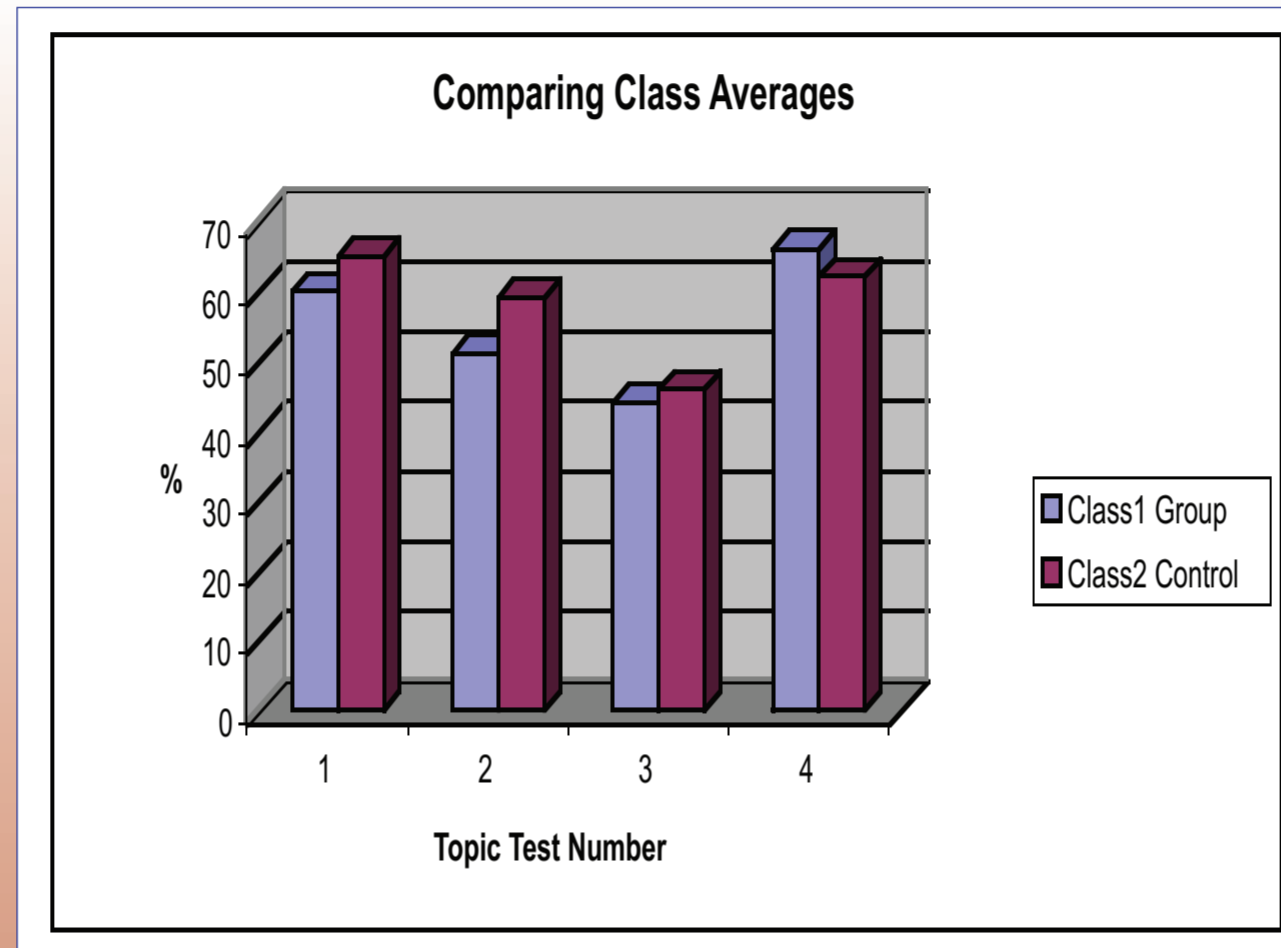
If 5th Year Biology students are shown how to construct their own examination style questions **then** their results will show signs of improvement.

Method

Group 1 were shown the process of deconstructing exam style questions to allow them to construct their own. This involved students in the exam process and enabled them to gain a greater understanding of what may be asked, why it may be asked and what is expected in the answer.

Group 2 were used as a control group and followed the regular revision and examination process.

N.B: Tests 1 and 2 were carried out prior to the research process being enacted.



Result

Tests 1 & 2 indicated that the control group performed slightly better than the test group, on average. After Test 2, the research process was implemented. Test 3 showed an improvement in class average for the test group and Test 4 showed an even greater improvement and higher average, compared to the other class.

Conclusions

Allowing students to connect syllabus requirements to exam questions increased the average class mark in comparison to the control group.

Recommendations

- 1) Biology classes could be shown how to **construct exam style questions** in order to improve their own individual results, by comparing exam questions to syllabus outcomes.
- 2) Exam questions will form the base of an **exam bank** for revision purposes and possible submission to exam commission.
- 3) Research potential exists: If students are **shown how to mark exam** style questions then their results will show greater improvement.