

GETTING YOUR YEAR 11 STUDENTS WRAPED AROUND THEIR FINAL EXAMINATIONS

Preliminary Course

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Rationale

I know we are all busy and if you are like me, I have spent the Term 3 holidays marking my Year 11 examinations. This resource is a bit of an extra push however, I have seen the benefits in unpack the exam in a lot more detail with the students and create a slideshow with activities that helps them not only unpack the exam but also the nature of marking and the use of data to make conclusions. This of course is support by CESE's What Works Best – Element 4 Using Data to Inform Practice - <https://education.nsw.gov.au/about-us/educational-data/cese/publications/practical-guides-for-educators-/what-works-best-in-practice>

The analysis is designed for you to complete as a teacher and then create the PowerPoint resource that can be used a student reflection activity. I have included a sample of my class at the end of the document.

1. Overall Results Analysis

By analysing the overall results, you can understand what level of understanding the cohort has. This can help you consider the overall nature of the content you are presenting and/or whether you need to integrate examination technique.

	A – Extensive 49 – 60	B – Thorough 37 – 48	C – Sound 25 – 36	D – Basic 13 – 24	E – Elementary 1 – 12
Total Mark					
+3 More Marks					
+ 5 More Marks					

	47/48	35/36	23/24	11/12
List any students received the following marks. These are students that can be focused on moving into a higher grade.				

What strategies could you use to help ALL students gain between 3 – 5 more marks?

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2. Multiple Choice Analysis

This does require you to record each student answers to the multiple choice. *I actually collect the data as I mark and input into this later.* This data really helps demonstrate to the students what they need to improve on.

- a. First, record which part of the syllabus was targeted in the multiple choice. For Year 11, I use the following options:
 - Concepts
 - Research Methods
 - Research Process and Ethics
 - Micro/Meso/Macro
 - Social and Cultural Literacy
 - Social and Cultural World
 - Stimulus
- b. Shade the cell of A–D that is the correct answer for each question.
- c. Tally how many students selected each option and input into the tables.
- d. Record any comments – did they all fall for the main distractor, did low performing students get this one wrong?

Question	Syllabus Link	A	B	C	D	Comments
1						
2						
3						
4						
5						
6						
7						
8						

Can you conclude anything from this data overall?

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3. Written Questions Analysis

This helps you determine strengths and weakness on question by question basis, including topic by topic basis. Overtime, this may make you consider the focus study you chose for each *Looking In/ Looking Out* sections for the Year 11 course.

Note: not all of the marking grades can apply as it depends on the question used. So I create individual tables for each question to make it more applicable.

- First, record which part of the syllabus was targeted in the question
- Create a table that lets you tally the amount of marks the students achieved.
- Leave a space for comments and a potential student sample that can be used to demonstrate to students.

Examples:

Question 10 (6 Marks) – Focus Study: Looking In//Looking Out

6	5	4	3	2	1	Comments	Student sample

Question 12 a (5 Marks) – Intercultural Communication: Theory

5	4	3	2	1	Comments	Student sample

Question 12b (15 Marks) – Concept and Focus Study

13 – 15	10 – 12	7 – 9	4 – 6	1 – 3	Comments	Student sample

Can you conclude anything from this data?	
Social and Cultural World	
Personal and Social Identity	
Intercultural Communication	

Can you conclude anything from this data?	
Section 1 Short Answer	
Section 2 Part A	
Section 2 Part B	

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4. Final Analysis

Reflection	
How would you decrease the amount of low results?	
How would you increase the amount of high results?	
What you want to see your students improve on?	
Is there any professional learning that you need in order for you to support your students?	

MY 2022 SAMPLE:

1. Overall Results Analysis

	A – Extensive 49 – 60	B – Thorough 37 – 48	C – Sound 25 – 36	D – Basic 13 – 24	E – Elementary 1 – 12
Total Mark	2	8	9	4	
+3 More Marks	3	11	6	3	
+ 5 More Marks	7	9	5	2	

What strategies could you use to help ALL students gain between 3 – 5 more marks?

- Use more mixed ability groupings in class, rather than free choice
- Build in explicit teaching of revision
- Continue focus on writing

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2. Multiple Choice Analysis

Note: I adjusted the order and some of the options in the multiple choice, so answers may be different than Association Marking Guidelines

Question	Syllabus Link	A	B	C	D	Comments
1	Research Method	1	15	5	2	
2	Micro/Meso/Macro	1	0	18	4	D was main distractor
3	Concepts	5	5	1	12	Lowest mark and surprising which students selected which answer
4	Concepts	2	2	18	1	
5	Research Methods	17	1	3	2	
6	Research Process and Ethics	1	6	15	1	
7	Stimulus	20	1	1	1	
8	Stimulus	1	0	1	21	Awesome!

Can you conclude anything from this data overall?

- Stimulus response is a clear strength
- Need to explore concepts in a more integrated manner
- Research methods and process – but will be refined with PIP

3. Written Questions Analysis

Question 10 (6 Marks) – Focus Study: Looking In//Looking Out

6	5	4	3	2	1	0	Comments	Student sample
3	7	4	4	4		1	Need to move from describe to explain more Specific example is key	Student D

Question 12a (5 Marks) – Intercultural Communication: Theory

5	4	3	2	1	0	Comments	Student sample
		5	8	5	5	Clearly wasn't studied before exam Responses were too general	None – show <i>Sample Answer</i>

Question 12b (15 Marks) – Concept and Focus Study

13 – 15	10 – 12	7 – 9	4 – 6	1 – 3	0	Comments	Student sample
3	7	8	2	2	1	Great understand of content Need more overall thesis Need LINKS at end of paragraphs	Student T

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Can you conclude anything from this data?	
Social and Cultural World	Students clearly enjoyed this topic as they were able to recall information really easily
Personal and Social Identity	Students had the essence of the topic but not prepared sufficiently for an exam
Intercultural Communication	If they knew it, they blitzed it but they clearly didn't prepare for all dot points

Can you conclude anything from this data?	
Section 1 Short Answer	Can show basic idea, need to push for more explanation rather than description
Section 2 Part A	Same as Section I
Section 2 Part B	Need more explicit teaching of extended response technique

4. Final Analysis

Reflection	
How would you decrease the number of low results?	Approach teaching to focus more on the how and why – so student understand is already more at an explanation level.
How would you increase the number of high results?	Focus on creating a clear thesis/answer that is consistently referred to
What you want to see your students improve on?	Their overall application of ideas
Is there any professional learning that you need for you to support your students?	Connect with other Stage 6 teachers in the school that are having writing success.