

Six markers: modelling alternative approaches

Education in Chemistry

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[rsc.li/2DAAfk4](https://www.rsc.li/2DAAfk4)

Teacher notes

Use the model answers to show your students how using alternative approaches like flow diagrams and bullet points can be more effective in answering questions that need to show a logical approach.

Give students the blank exam question and get them to answer it using their usual technique. If this resource is used with students who haven't recently been taught the chemical analysis topic or aren't in a period of active revision then it is useful to provide them with the textbook pages or a knowledge organiser. This allows them to focus their effort on how they write their answer rather than just on the recall of the required concepts. Give students around 15 minutes for their attempt to minimise errors caused by working under time pressure.

Once students have completed their answers, have a look at them together and see what approaches they have used.

Show students the two examples given here:

- Example A shows a typical student response written in continuous prose.
- Example B shows a response written in a flow diagram.

Explain to the students that both were written by a teacher under exam conditions. The teacher was of course very familiar with all the content so was able to recall the information quickly. She is also able to write quickly and neatly.

Discuss the examples. Which do the students prefer? Do they think one would get higher marks than the other?

The time taken to do each example was:

- Example A: 6 mins 45 seconds
- Example B: 4 minutes 30 seconds.

Both examples would score the full six marks.