

Exam technique

How the exams work, every command word, and tips for each stage of the exam

How the exams work

AQA GCSE Biology (8461), Foundation tier: two written papers at the end of the course, each 1 hour 45 minutes, 100 marks and half of the GCSE. Foundation awards grades 5 to 1. There is no coursework: the 10 required practicals are tested in the papers, which mix multiple choice, structured, short answer and extended open-response questions. The Higher tier content marked HT only in the specification is not on your papers.

Paper	Time	Marks	Calculator	What's on it
Paper 1 (8461/1F)	1 h 45 min	100	Allowed (scientific calculator)	Topics 4.1 to 4.4: Cell biology; Organisation; Infection and response; Bioenergetics.
Paper 2 (8461/2F)	1 h 45 min	100	Allowed (scientific calculator)	Topics 4.5 to 4.7: Homeostasis and response; Inheritance, variation and evolution; Ecology.

Command words

Word	What it means	How to answer	Example
Calculate	Work out a numerical answer from the numbers given.	Write the equation, rearrange if needed, substitute, and give the final answer with a unit. Show every step so method marks are possible.	A cell is 36 mm wide in a drawing magnified $\times 400$. Calculate its real width in micrometres. (2 marks) Answer: $36 \div 400 = 0.09 \text{ mm (1)} = 90 \mu\text{m (1)}$.
Choose, Identify	Choose: select from the options given. Identify: name or pick out something, often from a figure, table or description.	Give one clear answer, taken from the options or information provided. No explanation is needed unless asked.	Choose: which blood vessel carries blood at the highest pressure? Tick one box: artery, capillary, vein. Answer: artery (1). Identify: a student counts bubbles from pondweed with a lamp at different distances; identify the independent variable. Answer: the distance of the lamp from the pondweed (1).
Compare	Describe the similarities and/or differences between two or more things.	Make direct comparisons, mentioning both things in each point, with comparative words such as 'thicker', 'more' or 'whereas'. Writing about one thing only scores nothing.	Compare the structure of an artery with the structure of a vein. (3 marks) Answer: an artery has a thicker wall than a vein (1); an artery has more muscle and elastic tissue (1); a vein has valves but an artery does not (1).

Word	What it means	How to answer	Example
Complete, Label	Complete: fill in the missing parts of a sentence, table, equation or diagram. Label: add the correct names to the parts of a diagram.	Use the words or information given where there are some. Label lines should touch the exact structure.	Complete the word equation for anaerobic respiration in muscle cells: glucose → _____ (1 mark) Answer: lactic acid (1).
Define	Give the precise meaning of a term.	Write a short, exact definition using the specification's wording. Do not give an example instead of the definition.	Define the term 'allele'. (1 mark) Answer: a different form of the same gene (1).
Describe	Recall facts, events or processes accurately, or say what data show, without explaining why.	Give the steps or features in a sensible order. For data, state the trend and quote values with units.	Describe how you would test a food sample for protein. (2 marks) Answer: add Biuret reagent to the sample (1); the colour changes from blue to purple if protein is present (1).
Design, Plan	Set out how an investigation or procedure would be carried out.	State the variable you change (with values), the variables you control and how, what you measure and with what, repeats and a mean. Write the steps in order so someone else could follow them.	Plan an investigation into the effect of temperature on the rate of decay of milk. (6 marks) Outline: milk, sodium carbonate solution and phenolphthalein (pink) in test tubes in water baths at 20, 30, 40, 50 and 60 °C; add the same volume of lipase solution, already brought to the same temperature; time how long it takes to turn colourless; keep volumes and concentrations the same; repeat three times at each temperature and calculate a mean; rate = $1000 \div \text{mean time}$.
Determine	Use the data or information given to obtain an answer.	Take the values from the question, figure or table and show how you used them.	A cross produced 312 plants with purple flowers and 104 with white flowers. Determine the simplest whole-number ratio of purple to white. (1 mark) Answer: $312 \div 104 = 3$, so 3 : 1 (1).
Draw, Sketch	Draw: produce an accurate diagram, line or genetic diagram. Sketch: an approximate drawing or graph that shows only the key features.	For Draw, use a sharp pencil and a ruler where appropriate. For Sketch, label the axes and get the shape and key features right; exact values are not needed.	Sketch a graph to show how the rate of an enzyme-controlled reaction changes with temperature. (2 marks) Answer: labelled axes (1); the curve rises to a peak at the optimum, then falls more steeply to zero (1).

Word	What it means	How to answer	Example
Estimate	Give an approximate value, usually by calculation from a sample or by reading from a graph.	Show the working behind the estimate. A sensible value with a unit is expected, not an exact one.	A student counts 12, 9, 15, 8 and 11 daisies in five 1 m ² quadrats. The field is 400 m ² . Estimate the number of daisies in the field. (2 marks) Answer: mean = $55 \div 5 = 11$ per m ² (1); $11 \times 400 = 4400$ daisies (1).
Evaluate	Use the information given and your own knowledge to weigh up evidence for and against, and reach a judgement.	Give advantages and disadvantages (or strengths and weaknesses), using the information supplied, then end with a conclusion that gives a reason.	Evaluate the use of stents and statins to treat coronary heart disease. (6 marks) Outline: stents hold the artery open and work at once, but need surgery with a risk of complications such as bleeding or clotting; statins lower blood cholesterol and slow the build-up of fatty material, but must be taken for life, take time to work and can have side effects; conclusion with a reason, such as stents for a badly narrowed artery and statins for long-term prevention.
Explain	Make something clear by giving the reasons why or how it happens.	Link a statement to its cause or consequence with 'because' or 'so'. Each mark usually needs a linked idea, not just a fact.	Explain how root hair cells are adapted to absorb water. (2 marks) Answer: a long, thin extension gives a large surface area (1), so more water can enter the cell by osmosis (1).
Give, Name, Write	Give a short answer: a word, phrase, fact or equation, with no explanation.	Be brief and precise, and give only as many answers as asked for.	Name the gland that produces FSH. (1 mark) Answer: the pituitary gland (1).
Justify	Support an answer or conclusion with evidence from the information given.	State your answer, then quote the evidence (with numbers) that supports it and link the evidence to the answer.	Around antibiotic A the clear zone was 14 mm wide; around antibiotic B it was 22 mm. Which antibiotic is more effective? Justify your answer. (2 marks) Answer: B (1), because it gave the larger clear zone, 22 mm compared with 14 mm, so it stopped the growth of more bacteria (1).
Measure	Find a value using a measuring instrument, usually a ruler on a figure.	Measure carefully to the nearest millimetre, write the value with its unit, and use it in the next step if asked.	A printed drawing of a cheek cell is magnified $\times 500$. You measure its width with a ruler as 25 mm. Calculate its real width. (2 marks) Answer: width measured correctly, here 25 mm (1); $25 \div 500 = 0.05$ mm, or 50 μm (1).

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Plot	Mark data points accurately on a graph grid.	Use small neat crosses in sharp pencil, each within half a small square of the correct position. Draw a line of best fit only if asked.	Plot the mean number of bubbles per minute against lamp distance on a graph grid. (2 marks) <table><tr><th>Distance of lamp in cm</th><th>10</th><th>20</th><th>30</th><th>40</th></tr><tr><td>Mean bubbles per minute</td><td>52</td><td>30</td><td>15</td><td>8</td></tr></table> Answer: all four points within half a small square of the correct position (2); one point wrong (1).	Distance of lamp in cm	10	20	30	40	Mean bubbles per minute	52	30	15	8
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Predict	Give a likely outcome, based on a pattern in data or on your knowledge.	State what will happen clearly. Add a short reason if there is a mark for it.	Predict what would happen to the rate of photosynthesis if the lamp were moved closer to the pondweed. (1 mark) Answer: the rate would increase, because the light intensity increases, as long as light is the limiting factor (1).										
Show that	Give the working that leads to a result you have already been given.	Show every step clearly and end on the given value. Writing only the given answer scores nothing.	A bacterium divides every 20 minutes. Show that one bacterium can produce 64 bacteria in 2 hours. (2 marks) Answer: $120 \div 20 = 6$ divisions (1); $2^6 = 64$ (1).										
Suggest	Apply your knowledge to an unfamiliar situation. More than one answer may be accepted.	Give a biologically sensible idea linked to the context, with a reason. Use the information in the question.	Arctic foxes have small ears. Suggest how this helps them to survive. (2 marks) Answer: small ears give a smaller surface area (1), so less heat is lost to the surroundings (1).										
Use	Base your answer on the information given. If it says 'and your own knowledge', add relevant biology too.	Quote or refer to the figure, table or text directly. An answer from memory alone will not score.	The hare population fell sharply and, two years later, the lynx population also fell. Use this information to explain the fall in lynx numbers. (2 marks) Answer: lynx eat hares, so they had less food (1); fewer lynx survived and reproduced (1).										

Exam tips

In the weeks before

- Revise paper by paper: Paper 1 is topics 1 to 4, Paper 2 is topics 5 to 7. Paper 1 is usually sat first, so secure it first, but keep Paper 2 ticking over every week.
- There is no equation sheet in biology. Learn every equation and unit conversion by heart (see 'Calculations and calculator skills') and practise using them, not just reciting them.
- Learn all 10 required practicals as a set: the aim, the independent, dependent and control variables, the equipment, the method in order, how the results are processed, the main risk and the usual sources of error.
- Revise by recall, not rereading: write a process from memory (the reflex arc, the carbon cycle), then check it against your notes and fill the gaps in a different colour.
- Keep a list of the exact terms examiners credit (active site, denatured, partially permeable membrane, concentration gradient, antigen, antibody, allele, homozygous) and test yourself on them.
- Mix topics within a session. Questions are not always in the order of the specification, and one question can draw on more than one topic.
- Write at least one six-mark answer a week, alternating a practical method, an 'explain a process' and an 'evaluate'. Mark it against the levels described below.
- Sit at least one full paper for each exam in real conditions: 1 hour 45 minutes, no notes, calculator only. Then mark it strictly.

The night before and the morning of the exam

- No new topics the night before. Go over your equations, key definitions and the required practicals for that paper only (Paper 1: microscopy, microbiology, osmosis, food tests, enzymes, photosynthesis; Paper 2: reaction time, plant responses, field investigations, decay).
- Pack a clear pencil case: at least two black pens (the paper asks for black ink or black ball-point), a sharp pencil for graphs and drawings, a rubber, a sharpener, a 30 cm ruler and a scientific calculator with a working battery and no notes in the lid.
- Sleep properly. A tired brain loses more marks on careless reading than an extra hour of revision gains.
- In the morning, spend ten minutes writing out every equation and conversion from memory. If one is shaky, look it up now, not in the exam.
- Eat, drink water and arrive early so you start calm rather than rushed.

The first five minutes

- Fill in the front cover exactly as asked, then write your finish time (start time plus 1 hour 45 minutes) at the top of the first page.
- Add a halfway checkpoint next to it: you want to be about 50 marks in after roughly 50 minutes.
- Flick through the whole paper once. Note how many questions there are, where the six-mark questions are and where the longer data or practical questions sit, so nothing surprises you later.
- If there is an equation you always forget, jot it in the margin of the first page now, while your head is clear.
- Start at Question 1. The opening questions are often among the most accessible on the Foundation paper, so bank them carefully but without dawdling.

Timing: about a minute a mark

- You have 105 minutes for 100 marks, which is just over a minute a mark. Working at slightly under a minute a mark leaves about 10 minutes to check.
- Rough guide: a 1-mark recall question takes well under a minute, a 3-mark explanation about 3 minutes, a six-mark answer 6 to 7 minutes including a short plan.
- Quick recall questions (naming a part, ticking a box) should take seconds. The time you save there is what you spend on data analysis and extended answers.
- If a part is still going nowhere after about twice its marks in minutes, write your best attempt, put a star in the margin and move on. Come back at the end.
- Use the checkpoint: if you are well behind at 50 minutes, write shorter answers that still hit the marking points (one precise idea per mark) until you catch up.
- The number of answer lines and the marks in brackets show how much is expected. Filling the extra space with repetition wastes time and earns nothing.

Reading the question

- Circle the command word (Describe, Explain, Compare, Evaluate, Suggest, Calculate) and answer that command. A description gets no credit where an explanation was asked for, and vice versa.
- The marks in square brackets tell you how many separate creditworthy points are needed. A 3-mark 'Explain' needs three linked ideas, not one idea written three ways.
- Underline the limits: 'Give two', 'Tick one box', 'Use Figure 2', 'in the leaf', 'in terms of natural selection', 'Give your answer in standard form'.
- 'Use the information' or 'Use Table 1' means your answer must be based on that information, with data quoted. 'Use the information and your own knowledge' means you need both.
- Read the whole stem and every figure before starting the parts (01.1, 01.2 and so on). Information given at the start of a question is often needed in a later part.
- Watch for small words that flip the question: 'not', 'least', 'most likely', 'one advantage', 'Which statement is correct?'.
- Stay in the context. If the question is about a desert plant, your answer should mention the desert plant, not a general textbook example.

Multiple choice and other one-mark formats

- Tick exactly the number of boxes asked for. Ticking two boxes when the question says 'Tick one box' scores zero, even if one of them is right.
- To change an answer, cross out the unwanted tick clearly so only your final choice stands.
- Cover the options and answer in your head first, then find the match. The wrong options are usually common misconceptions, such as antibiotics treating viral infections or mitosis producing gametes.
- For a calculation in multiple choice form, work it out fully before looking at the options rather than guessing from them.
- 'Complete the sentences using words from the box': read whether each word may be used once, more than once or not at all, and check the finished sentence makes biological sense.
- 'Draw one line from each...': draw exactly one line from each box, with a ruler. Two lines from the same box score zero for that box.
- Never leave a tick box blank. There is no penalty for a wrong answer.

Short answers: use exact biology vocabulary

- Mark schemes list the terms that earn marks. Use the specification's words: 'active site', not 'the hole'; 'partially permeable membrane', not 'the wall'; 'alveoli', not 'air sacs in the lungs'.
- Respiration releases energy (or transfers energy). Never write that energy is produced, made or created.
- Enzymes are not killed. At high temperature or extreme pH the enzyme is denatured: the active site changes shape, so the substrate no longer fits.
- Diffusion is the net movement of particles from a higher concentration to a lower concentration. Osmosis is the movement of water from a dilute solution to a more concentrated solution through a partially permeable membrane. Active transport moves substances against the concentration gradient and needs energy from respiration.
- White blood cells produce antibodies that bind to specific antigens; antitoxins neutralise toxins; antibiotics kill bacteria but have no effect on viruses.
- Nerve impulses are electrical and travel along neurones; hormones are chemicals carried in the blood to a target organ. Avoid 'messages' and 'signals' on their own.
- Spelling is not marked for its own sake, but a misspelt term earns nothing if it could be another term: mitosis or meiosis, glucagon or glycogen, ureter or urethra.
- 'Give two' means two. Extra answers can cost you: if one of them is wrong, it can cancel a correct one.
- Never write two contradictory statements and hope the examiner picks the right one. A contradiction scores zero.

Calculations and calculator skills

- Learn these, because none is given: magnification = image size $\div$ real size; percentage change = (final – initial) $\div$ initial $\times$ 100; mean = total $\div$ number of values; rate = 1 $\div$ time (often 1000 $\div$ time in the practicals).
- Also learn: area of a circular clear zone = πr^2 ; bacteria after n divisions = starting number $\times 2^n$; population estimate = mean per quadrat $\times$ (total area $\div$ area of one quadrat); efficiency of biomass transfer = biomass transferred to the next level $\div$ biomass at the lower level $\times$ 100.
- Write the equation, rearrange it if needed (real size = image size $\div$ magnification), substitute the numbers, then give the answer with its unit on the answer line.
- A correct final answer normally scores full marks, but a wrong answer with no working scores zero. Clear working is how you pick up method marks when you slip. In a 'Show that' question the working is the answer.
- Percentage change can be negative (mass lost in the osmosis practical). Keep the minus sign: it tells the examiner the direction of change.
- Calculator: use brackets for percentage change, the $\times 10^x$ (EXP) key for standard form and the π key for areas. Keep unrounded values in the calculator and round only the final answer.
- Sense-check every answer. A cell should be tens of micrometres wide, not tens of metres; a percentage efficiency cannot be more than 100.

Units, standard form, significant figures and rounding

- Conversions to know: 1 m = 1000 mm; 1 mm = 1000 μm ; 1 μm = 1000 nm; 1 dm^3 = 1000 cm^3 ; 1 kg = 1000 g; 1 minute = 60 s.
- Convert to the same unit before you divide. If the image is in mm and the real size is in μm , change one of them first.
- Going to a smaller unit makes the number bigger (0.02 mm = 20 μm); going to a bigger unit makes it smaller. Check the direction every time.
- Standard form is $A \times 10^n$ with A between 1 and 10, for example 0.00045 mm = 4.5×10^{-4} mm. Use it when the question asks, and for very large or very small numbers.
- Give the number of significant figures or decimal places the question asks for. If it does not say, match the least precise data you were given, usually 2 or 3 significant figures.
- Give a mean to the same number of decimal places as the raw data, and leave out any anomalous result, saying that you have done so.
- In tables, the unit goes in the column heading, not after every number. On graphs, each axis label needs its unit.

Reading graphs, tables and data

- Before answering, read the title, both axis labels, the units and the scale. Work out what one small square is worth.
- 'Describe' a graph: give the overall trend, say where it changes and quote values with units. For example: the rate increases from 2 to 12 bubbles per minute as light intensity rises, then stays constant above 40 arbitrary units.
- 'Explain' a graph: add the biology behind each part. On the rising part light is the limiting factor; where the line levels off another factor, such as carbon dioxide concentration or temperature, is limiting.
- Read values with a ruler: draw a faint line from the axis to the curve and across, and read to within half a small square.
- For a rate from a graph, divide the change in the y-value by the change in the x-value and give a unit, such as cm^3 per minute.
- A correlation does not prove that one factor causes the other. Say so when a question asks whether data prove a claim, and point to what else could explain the pattern.
- Judge data on sample size, number of repeats, the spread of results, anomalies, whether a control was used and whether the conclusion goes beyond the range tested.
- Axes do not always start at zero, and bar charts can exaggerate small differences. Check before you describe a difference as large.

Drawing graphs and diagrams

- Plot in sharp pencil with small neat crosses, each within half a small square of the correct position.
- Independent variable on the x-axis, dependent variable on the y-axis, both labelled with units. Choose a scale that uses more than half the grid, in easy steps (1, 2, 5 or 10 per square), never 3s.
- Use a line graph when the independent variable is continuous (temperature, concentration) and a bar chart with gaps between bars when it is categoric (type of antibiotic, species).
- A line of best fit is one smooth curve or ruled straight line with points roughly balanced on each side. Ignore anomalies, never join dot to dot, and only go through the origin if the science says it should.
- A 'Sketch' needs only labelled axes and the correct shape, including key features such as a peak (optimum) or a plateau.
- Biological drawings: pencil, clear continuous lines, no shading, sensible proportions, label lines drawn with a ruler that touch the structure and do not cross, and a magnification or scale bar.
- Genetic diagrams: show the parents' genotypes, their gametes, a Punnett square, the offspring genotypes and phenotypes, and then the exact ratio or probability asked for.
- Arrows in food chains and food webs point from the organism eaten to the organism that eats it, in the direction biomass is transferred.

Six-mark (and four-mark) extended answers

- Extended answers are marked by levels. The examiner reads the whole answer, places it in a level by its overall quality (Level 3 = 5 to 6 marks, Level 2 = 3 to 4, Level 1 = 1 to 2), then decides top or bottom of that level. Some four-mark questions use two levels in the same way.
- Level 3 needs a detailed, accurate answer with the ideas linked in a logical order. A list of correct but disconnected facts usually stays in Level 2.
- Common types on these papers: describe a method (often a required practical), explain a process (how blood glucose is controlled, how a vaccine gives immunity), compare two things, and evaluate a treatment, technique or claim using given information.
- Spend 30 seconds planning: jot five to seven key points in the order you will use them, then cross the plan through once your answer is written.
- Link each step to the next with 'so', 'because', 'which means' and 'therefore'. For a process, go in order: stimulus or change, detection, response, effect.
- Method answers: say what you change and the values you would use, what you keep the same and how, what you measure and with what, that you repeat and calculate a mean, and how you would process the results. Someone else should be able to follow it.
- Evaluate answers: give points for and against from the information, add relevant knowledge, and finish with a conclusion that gives a reason.
- Stay on the question and use specific terms. Wrong science or irrelevant material can pull an answer down, and an answer without the key terms rarely reaches Level 3.

Required practicals and working scientifically

- At least 15% of the marks for the GCSE come from questions based on the required practicals, and at least 10% test maths skills. Practical questions appear in both papers, often as unfamiliar versions of the experiments you did.
- Paper 1 practicals: microscopy, microbiology (effect of antiseptics or antibiotics on bacterial growth), osmosis, food tests, enzymes (effect of pH on amylase) and photosynthesis (effect of light intensity).
- Paper 2 practicals: reaction time, plant responses (effect of light or gravity on seedling growth), field investigations (quadrats and transects) and decay (effect of temperature on the rate of decay).
- For each practical know the aim, the variables, the method, the equipment, how to process the results (mean, percentage change, rate), the main hazard and precaution, and the sources of error.
- Details examiners reward: blot potato cylinders dry before weighing and use percentage change in mass because the starting masses differ; in aseptic technique, flame the inoculating loop, lift the lid only slightly, tape the lid on without sealing it all the way round, incubate upside down at no more than 25 °C in school.
- More rewarded details: control temperature in the photosynthesis practical (an LED, or a beaker of water between lamp and pondweed); in the enzymes practical test a drop with iodine at regular intervals until it stays orange-brown; place quadrats at random coordinates, and along a transect at regular intervals.
- Food tests: Benedict's reagent in a hot water bath turns from blue to green, yellow or brick-red with reducing sugars; iodine turns from orange-brown to blue-black with starch; Biuret reagent turns from blue to purple with protein.
- Key terms: accurate (close to the true value), precise (little spread around the mean), repeatable (same person, same method, similar results), reproducible (another person or method gets similar results), valid (measures what it should, with other variables controlled), resolution (smallest change an instrument can show).
- Also know: anomaly, random error, systematic error, zero error, uncertainty, hypothesis and prediction, control variable and control experiment (such as boiled enzyme or a disc soaked in water).
- Improvements examiners accept: repeat and calculate a mean, test more values or smaller intervals across the range, use more precise equipment (a gas syringe instead of counting bubbles), or control a variable that was left to vary.
- For risk, name the hazard, the harm and the precaution together: hot water bath, risk of scalding, so use a test tube holder.

Unfamiliar contexts and 'Suggest' questions

- Many questions are set on organisms, diseases, drugs or experiments you have never met. They test the same specification ideas in new clothes.
- First decide which idea is being tested: adaptation, surface area to volume ratio, diffusion or osmosis, enzyme action, natural selection, competition or a food web.
- Take evidence from the stem and figures, quote it, and link it to the idea. 'The leaves have a thick waxy layer, so less water is lost by evaporation' earns more than a general fact about plants.
- 'Suggest' means more than one answer can be accepted, but each must be biologically sensible and linked to the context. Give a reason, not just a guess.
- For a new drug or treatment, think of the trial: sample size, placebo, double-blind design, dosage, side effects and whether results were repeated.
- For a new example of evolution or resistance, use the full chain: variation from mutation, some individuals better adapted, they survive and reproduce, they pass on their alleles, the allele becomes more common over many generations.
- Do not be thrown by unfamiliar names. Everything you need beyond the specification is given in the question.

Checking, getting stuck and crossing out

- Use your last 10 minutes to find blank answers first (turn every page, including the last), then check the right number of boxes is ticked in each multiple choice question.
- Check each calculation by working backwards (image size $\div$ real size gives the magnification back), and check units, standard form and significant figures on the answer line.
- Reread the six-mark answers: add a missing step or conclusion in the space or margin with an arrow.
- Stuck on a recall question? Write the most relevant key term you know. Stuck on a calculation? Write the equation and substitute what you can for a possible method mark.
- If you run out of space, use any extra pages at the back of the booklet, write the question number clearly and add 'continued on page ...' at the original answer.
- Cross out unwanted work with a single neat line. Never leave two different answers to the same question: examiners will not choose the better one for you.
- There is no negative marking, so every question should have an answer by the end.

Learning from mocks

- Mark each mock strictly with the mark scheme and note the exact wording that earned each mark. That wording is what you should be writing.
- Sort every lost mark into one cause: didn't know the content, misread the question or command word, answer too vague, calculation or unit slip, practical knowledge, or ran out of time.
- Fix each cause differently: relearn and practise content gaps; rewrite vague answers using the mark scheme terms; redo calculations of the same kind until they are automatic.
- Redo every question you dropped marks on about a week later, without notes. If you drop marks again, it is still a gap.
- Note where you were at the 50-minute checkpoint. If you finished late, practise timed sections before the next mock.
- Keep a short error log of repeated mistakes and read it before each paper.