

## November Mocks Follow-Up - English

Year 11 students completed mock exams in Paper 1 English Language, 'Romeo and Juliet' (Literature Paper 1, Section A) and 'A Christmas Carol' – this paper is usually assessed in the summer term of year 10 (Literature Paper 2, Section A). In the February mocks we will assess Paper 2 English Language and 'An Inspector Calls' (Literature Paper 1, Section B).

Below I have highlighted the main feedback points that have been given in lessons:

- Many students demonstrated sound knowledge of their literature texts and this must be continuously reinforced – our brains are great at forgetting so regular revision across the range of skills is critical. Please see the listed resources for this, in addition to each student's notes from lessons. Students will be recapping their 19th century text in class next term, but should focus their revision around the text they are least confident with.
- Some students ran into timing issues and did not manage to get through the whole range of questions. Timed practice is something that we focus on increasingly and teaching the management of timings in exams will be seen in the post exam feedback sheets.
- The main requirements of the questions were missed in some cases. Each question has a particular skill or demand that is assessed and students miss marks and waste effort if they do not know what this is. This was particularly evident in the language analysis and evaluation questions. We will be constantly recapping the mark schemes, and exam strategies in class; key points to help revise this are also contained in the sheets we have shared via Parentmail.
- Most questions rely on the use of analytical WHY paragraphs. We are constantly practising these in lessons so students should feel confident that they will make up any ground lost during lockdown.
- Most students will have achieved a grade for both Language and Literature that is below their target. This is entirely normal and, as long as revision is continuously practised outside of school – and full effort and concentration are put into lessons, students should make significant progress up to the next mocks. We can finesse key individual points for progress from there and further significant progress is usually made up to the summer exams.

In class, students will be rewriting improved exam answers as part of the RAP (reflect and progress) process. This is critical for improving both performance and confidence.

Revision Resources in English

[www.senecalearning.com](http://www.senecalearning.com)

[www.sparknotes.com](http://www.sparknotes.com)

[www.bbc.co.uk/bitesize](http://www.bbc.co.uk/bitesize) (Edexcel English)

[www.digitaltheatreplus.com](http://www.digitaltheatreplus.com) (username: becclesstudent@seckfordeducation.org.uk  
password: dt123)

**Mrs Abby Mellor**  
**SET Lead Practitioner for English**

## November Mocks Follow-Up - Maths

Students in Year 11 have recently completed mock exams for all 3 maths papers and both of the Statistics papers.

Following marking and analysis of these papers, and in light of having limited time in which we can discuss the lessons learnt from the mocks, I would like to give the following generic feedback to the cohort:

- Students performed well overall given the lock-down situation and on average were only half a grade below their targets.
- On the Higher Tier Quadratic Equations, Inequalities, Standard Form and Compound interest were areas to improve.
- On the Foundation Tier the areas to improve overall were Percentages, Angle Problems, Proportion and Substitution.
- In Statistics they performed well overall, the three general things to improve upon are Venn Diagrams, Stem and Leaf Diagrams and Pie Charts.

When looking at reported grades it is worth remembering that on average students make 15 marks improvement per paper between November mocks and the real GCSEs in the summer. This equates to roughly a grade and a half depending how close they were to the grade boundary.

- In class between now and February students will be following a condensed curriculum which has been streamlined to just the areas they need to work on.
- All students have received a detailed breakdown of how they performed on each question which shows them if they were above or below national average on each question.
- Students have also received a GCSE Mathematics and Statistics revision guide.
- Students have access to the mymaths and methodmaths revision sites.

Students need to use their revision guides and the above websites to work on the areas flagged up on their feedback sheet.

A number of students are working with our 1:1 tutor on areas they need to improve upon.

**Chris Beales**  
**Lead Practitioner (Maths)**

## November Mocks Follow-Up - Science

### Key findings - Combined Science

Students performed least well on the Biology paper with Physics and Chemistry performing equally well.

Priority learning/revision of content:

<b>Biology</b>	<b>Chemistry</b>	<b>Physics</b>
Digestion of starch	Physical appearance of a range of chemicals	Electric circuits & resistors
Magnification & use of microscope	Reactions with metals	Recalling and re-arranging GPE equation
Adaptation of alveoli	Calculating percentage mass in a compound	Changes in gas pressure

### Maths & data skills that need focus:

1. Calculating surface area: volume ratio
2. Drawing the correct line of best fit showing half life
3. Calculating percentages using a pie chart
4. Using significant figures

### Investigation skills:

1. Using the term amount instead of specific detail
2. Variables

**Tim Budden**

**Lead Practitioner (Science)**