

Year 11 Assembly

Exams

Please take a seat in silence and consider the following questions...

- ❖ How can we reflect and learn from the recent experiences from Feb Mocks?
 - Have you started receiving feedback yet?
 - Are you clear on 'how to' revise for each subject?
 - What is one thing you know you can do to improve?



GCSE Success

2nd July -> Year 11 Prom

20th Aug -> GCSE Results Day

Term 6

24th Jun - EXAMS FINISH

Term 5

11th May - EXAMS START

Term 4

26th Mar - Y11 Parents Evening

23rd Feb - Mock (Week 2)

Term 3

9th Feb - Mocks (Week 1)

22nd Jan - Year 11 Information Evening

5th Jan - Revision booklet for February Mocks

Term 2

17th Nov - Mini-Mocks

6th Nov - Y11 Parents Evening

Term 1

22nd Oct - Revision booklet for November "Mini-Mocks"

← Start of Year 11

Don't forget...
Each Subject may also have
it's own important key dates!
(Food, PE, Dance, MFL)



Time remaining...

Term 4

3 weeks = 75 lessons

Term 5

4 weeks = 100 lessons

Exams start

In total...

7 weeks...

175 lessons...

“The sooner you start, the stronger you finish. Every bit of effort now pays off in results later.”

What Mocks tell us...

- They show your strengths
- They highlight your gaps
- They reveal your habits — how you revise, write, and manage time
- They point to where you can make the biggest gains...

“You are not your mock grade. You are what you do next.”

How to Respond to Feedback

Reflection and Reset - The weeks after mock exams provide a vital chance for students to reflect and reset their academic goals with clarity and purpose.

Focused Revision Strategies - Students should translate feedback into targeted revision strategies, focusing on weak areas and practicing exam-style questions consistently.

Building Resilience and Confidence - Developing routines that simulate exam conditions helps build resilience, boost confidence, and improve exam performance.

Consistency Over Perfection - Meaningful academic improvement comes through consistent daily effort and using feedback constructively, rather than striving for perfection.

Questions	Topic	Score	Sparx Code
1	Simplifying expressions by collecting like terms	0 / 1	U105
2	Converting between fractions, decimals and percentages	0 / 1	U888
3	Converting units of length, mass and capacity	0 / 1	U388
4	Finding the lowest common multiple (LCM)	0 / 1	U751
5	Understanding, measuring and drawing angles	0 / 1	U447
6a	Interpreting frequency tables and two-way tables	1 / 1	U981
6b	Interpreting frequency tables and two-way tables	2 / 3	U981
7a	Drawing bar charts	2 / 2	U363
7b	Interpreting bar charts	3 / 3	U557
8a	Line and shape properties	0 / 1	U121
8b	Properties of 3D shapes	1 / 1	U719
9a	Using algebraic notation	1 / 1	U613
9b	Using algebraic notation	1 / 1	U613
9c	Solving equations with one step	1 / 1	U755
10a	Rounding integers	1 / 1	U480
10b	Estimating calculations	2 / 2	U225
11a	Adding and subtracting fractions	0 / 2	U736
11b	Finding fractions of amounts without a calculator	2 / 2	U881
12a	Reading, converting and calculating with time	0 / 3	U902
12b	Reading, converting and calculating with time	0 / 2	U902
13a	Function machines with numbers	1 / 1	M175
13b	Function machines with numbers	1 / 2	M175
14	Drawing and interpreting scale diagrams	1 / 3	U257
15	Using a written method to multiply decimals	0 / 3	U293
16	Angles in triangles, Angles on parallel lines	0 / 4	U628, U826
17	Solving direct proportion word problems	3 / 3	U721
18	Drawing stem-and-leaf diagrams	0 / 3	U200
19	Finding the HCF and LCM using prime factor decomposition	2 / 2	U250
20a	Probabilities of mutually exclusive events	3 / 3	U683
20b	Writing probabilities as fractions, decimals and percentages	0 / 2	U510
21a	Plotting graphs of quadratic functions	1 / 2	U989
21b	Plotting graphs of quadratic functions	1 / 2	U989
21c	Interpreting graphs of quadratic functions	1 / 1	U667
22a	Fractions of amounts, Sharing amounts in a ratio, Writing and simplifying ratios	3 / 5	U881, U577, U687
22b	Writing and simplifying ratios	1 / 1	U687
23	Adding and subtracting numbers in standard form	0 / 3	U290
24	Angles in polygons	1 / 4	U427
25	Finding equations of straight line graphs	0 / 3	U315
26	Multiplying column vectors by a scalar	1 / 2	U564

How to Respond to Feedback

Analyzing Mock Exam Feedback - Break down mock papers question by question to identify knowledge gaps, technique issues, and timing challenges.

Addressing Knowledge Gaps - Target misunderstood topics with revision, retrieval practice, and revisiting class notes or online resources.

Improving Exam Techniques - Practice exam-style questions, review mark schemes, and learn from model answers to enhance response quality.

Managing Exam Timing - Use timed practice, mark-per-minute strategies, and checkpoints to improve time management during exams.

Figure 1

Many people believe that rising obesity is linked closely to increases in consumption of 'junk' food, such as high-fat, high-sugar items. This 'junk' food is often cheaper than healthier alternatives. In 1993, 15% of adult males were classed as obese and this rose to 27% by 2015. It is forecast to rise further. Some economists believe the government should intervene to correct the market failure caused by too much consumption of 'junk' food.

1 | 5 Using Figure 1, analyse how the government might correct the market failure caused by too much consumption of 'junk' food. **[6 marks]** **S**

One way that the government might correct the market failure caused by too much consumption of "junk" food is by increasing indirect taxes. In the extract it says that "This 'junk' food is often cheaper than healthier alternatives". An indirect tax is a charge on the producers who make the products. This will help to increase their production cost. Because of this, producers will not make as much "junk" food. Leading to the retailers selling it at higher prices since they don't have as much stock. Therefore, consumers will choose the healthier goods as they are cheaper. **(cheaper goods)**

Student A

Mock 1 - 2

Mock 2 - 3

Mock 3 – 3-

Mock 4 – 2+

Final Score - 4

Shifting Mindset...

“I didn’t know this topic.”

Action: create a list of topics to revisit; watch videos; use revision guides; do quizzes.

“I ran out of time.” “I got stuck on one question.”

Action: practise timed questions, use mark-per-minute strategy.

“I knew the content but didn’t answer the question properly.”

Action: practise exam-style questions, use sentence starters, ask teachers to mark 6-mark/12-mark answers.

Feedback only works if you DO something with it

20 minutes of practice a day → 19 hours before exams

2 exam questions a night → 80 exam questions

How the School will support you...

- - Lessons (T&L) (DIRT)
- - Independent learning
- - Focused Revision Booklets for each subject
- - Klubs
- - Subject Interventions (tutor)
- - Teachers (always best placed for "how to" in that subject)
- - Tutors & Other support staff



Y11 Klubs – Revision / Support

Business Revision Klub

History: GCSE Revision

Y11 Science homework klub

Kitchen Skills Masterclass

Geography Revision

French intervention (GCSE)

Past Paper Friday

GCSE Music Composition

Economics Support

GCSE Maths Support (Foundation Focus)

English: Aiming High

KS4 Drama Klub

GCSE required practicals

Further Maths Qualification

GCSE History Y11

Spanish Fun Klub

KS4 French fun klub

Fashion and Textiles

GCSE Maths Support (Higher Focus)

GCSE Music Composition

Sparx Science Support

KS4-5 DT revision

Yr 11 Art, textiles and graphics coursework

Key Staff

- **Mr Wood (Deputy Head Teacher – Resources, Outcomes & Staffing)**
- **Ms Saull (Asst Head Teacher – Assessment, Progress, Reporting & Outcomes)**
- **Mr Jones (Head of Year 11)**
- **Ms Buckingham (Student Manager)**
- **Ms Edwards / Ms Drexelius (Exams Office)**

Closing Thoughts

As you leave, please consider the following...

“Success is not about being the best. It’s about being better than you were yesterday.”

