Student Name

2020-2021
Year 10

SUMMARY

YTD Percentage Attendance	H1	H2	H3	H4	H5	H6	YR
Present	98%	98%	98%	98%	100%		98%
Late	0%	2%	2%	2%	0%		1%
Unauthorised Absence	2%	0%	0%	0%	0%		0%
Authorised Absence	0%	0%	0%	0%	0%		0%
Total Lessons	66	65	55	48	1		235

Grades and Number of Lessons Attended

Cummulative Attendance: P = Present; L = Late; UA = Unexcused Absence; AA = Authorised Absence

Course Grades	H1		H2		H3		H4		H5		H6		Y1		P	L	UA	AA
	Grd	%	Grd	%	Grd	%	Grd	%	Grd	%	Grd	%	Grd	%				
GCSE Computing	5	58	7	73	6	65	5	58					5	59	100%	0%	0%	0%
GCSE English	3	37	4	41	3	31	3	33					3	39	97%	3%	0%	0%
GCSE Maths Higher	6	62	6	68	7	71	7	72					6	69	99%	1%	0%	0%
GCSE Psychology	5	50	5	55	4	48	4	49					4	49	96%	0%	4%	0%
GCSE Science Higher	7	70	5	59	6	61	7	70					6	69	100%	0%	0%	0%

Multiple Course Listings

Please note that both dropped and current courses are displayed throughout this report. This can occur when student's timetable changes or when a student moves from KS3 to GCSE or from GCSE to KS3.

Grade Scales

ELC Computing - Maths - RS - Science	L3; L2; L1; U (Unclassified)
ELC English	GCSE (GCSE Ready); L3; L2; L1; U (Unclassified)
Functional Skills (all subjects)	EE = Exceeding Expectations; ME = Meeting Expectations; WTE = Working Towards Expectations
KS3 (all subjects)	9 - 1
GCSE	9 - 1
A-Level	A; B; C; D; E; U (Unclassified)
BTEC	D* = Distinction*; D = Distinction; M = Merit; P = Pass; L1P = Level 1 Pass; I = Incomplete

Student Name 2020-2021 Year 10

Year-to-Date Report

Progress Tracking

EE = Exceeding Expectations; ME = Meeting Expectations; WTE = Working Towards Expectations

GCSE Computing	H1	H2	H3	H4	H5	H6
Expected Progress	ME	EE	ME	EE		

GCSE English	H1	H2	H3	H4	H5	H6
Expected Progress	ME	ME	WTE	ME		

GCSE Maths Higher	H1	H2	H3	H4	H5	H6
Expected Progress	ME	EE	EE	EE		

GCSE Psychology	H1	H2	H3	H4	H5	H6
Expected Progress	ME	ME	ME	ME		

GCSE Science Higher	H1	H2	H3	H4	H5	H6
Expected Progress	ME	ME	ME	ME		

Assessment Objectives

GCSE Computing	H1	H2	H3	H4	H5	H6
A01.2 Fundamental Algorithms - Demonstrate Knowledge and Understanding - Principles of Computer Science			6			
A02.1 Fundamental Algorithms - Apply Knowledge and Understanding - Key concepts	1		5	5		
A02.2 Fundamental Algorithms - Apply Knowledge and Understanding - Principles of Computer Science	5		6			
A03.2 Fundamental Algorithms - Analyse problems in computational terms - To design program, evaluate and refine solutions			7	5		
A01.1 Programming - Demonstrate knowledge and understanding - Key concepts	4	6				
A01.2 Programming - Demonstrate knowledge and understanding - Principles of Computer Science	5	6				
A02.1 Programming - Apply knowledge and understanding - Key concepts	5		5			
A03.2 Programming - Analyse problems in computational terms - To design program, evaluate and refine solutions				5		
A02.2 Data Representation - Apply knowledge and understanding - Principles of Computer Science	5					
A02.1 Computer Systems - Apply knowledge and understanding - Key concepts	5					
A02.2 Computer Networks - Apply knowledge and understanding - Principles of Computer Science			6			
A01.2 Cyber Security - Demonstrate knowledge and understanding - Principles of Computer Science		7				
A01.1 Ethics, Legal, and Environmental Impacts - Demonstrate knowledge and understanding - Key concepts			5			

GCSE English	H1	H2	H3	H4	H5	H6
AO1.1 Identify and interpret explicit information and ideas		3	4			
AO1.2 Identify and interpret implicit information and ideas	3					
AO1.3 Select and synthesise evidence from different texts	3					
AO2.1 Explain, comment on and analyse how writers use language achieve effects and influence readers			3			
AO4.2 Support the critical evaluation of texts with appropriate textual references	3	3				
AO5.1 Communicate clearly, effectively and imaginatively	1			3		
AO5.2 Select and adapt tone, style and register for different forms, purposes and audiences			2	2		
AO5.3 Organise information and ideas, using structural and grammatical features to support coherence and cohesion of texts			3	4		
AO6.1 Use a range of vocabulary for clarity, purpose and effect		4		3		
AO1.1 Understand and respond to texts		4				
AO1.4 Use textual references, including quotations, to support and illustrate interpretations of texts		4				
AO2.2 Analyse the form used by a writer to create meanings and effects			3			
AO2.4 Use relevant subject terminology in analysis of texts		4				
AO3.1 Show understanding of the relationships between texts and the contexts in which they were written		3				
AO4.1 Use a range of vocabulary for clarity, purpose and effect			3	3		

GCSE Maths Higher	H1	H2	H3	H4	H5	H6
AO1.3 Number - Accurately carry out routine procedures or set tasks requiring multi-step solutions	5					

AO2.1 Number - Make deductions, inferences and draw conclusions from mathematical information		6	6	7		
AO2.4 Number - Present arguments and proofs			6			
AO3.2 Number - Make and use connections between different parts of mathematics	5	5	7	7		
AO1.3 Algebra - Accurately carry out routine procedures or set tasks requiring multi-step solutions	5	5		5		
AO2.1 Algebra - Make deductions, inferences and draw conclusions from mathematical information	6		7			
AO2.2 Algebra - Construct chains of reasoning to achieve a given result	5					
AO3.2 Algebra - Make and use connections between different parts of mathematics			7	7		
AO1.3 Geometry & Measures - Accurately carry out routine procedures or set tasks requiring multi-step solutions	5	5				
AO2.1 Geometry & Measures - Make deductions, inferences and draw conclusions from mathematical information		8		5		
AO2.2 Geometry & Measures - Construct chains of reasoning to achieve a given result		8				
AO2.4 Geometry & Measures - Present arguments and proofs		6				
AO3.2 Geometry & Measures - Make and use connections between different parts of mathematics		6				

GCSE Science Higher	H1	H2	H3	H4	H5	H6
AO2.1 Biology - Health/Disease/Medicine - Demonstrates knowledge and understanding of scientific ideas, techniques, and procedures	7					
AO2.2 Biology - Health/Disease/Medicine - Applies knowledge and understanding of scientific ideas, techniques, and procedures in unfamiliar situations	7					
AO2.3 Biology - Health/Disease/Medicine - Analyses data and draws conclusions based on experimental data and makes suggestions to develop and improve experimental procedures	6					
AO10.1 Chemistry - Chemical Changes - Demonstrates knowledge and understanding of scientific ideas, techniques, and procedures			7	6		
AO10.2 Chemistry - Chemical Changes - Applies knowledge and understanding of scientific ideas, techniques, and procedures in unfamiliar situations			6	6		
AO10.3 Chemistry - Chemical Changes - Analyses data and draws conclusions based on experimental data and makes suggestions to develop and improve experimental procedures			6	6		
AO20.1 Physics - Wave Motion - Demonstrates knowledge and understanding of scientific ideas, techniques, and procedures		5				
AO20.2 Physics - Wave Motion - Applies knowledge and understanding of scientific ideas, techniques, and procedures in unfamiliar situations		4				
AO20.3 Physics - Wave Motion - Analyses data and draws conclusions based on experimental data and makes suggestions to develop and improve experimental procedures		5				

21st C. Skills

MS = Major Strength; S = Strength; ND = Needs Development; PD = Priority for Development

GCSE Computing	H1	H2	H3	H4	H5	H6
Engagement	MS	S	S	MS		
Effort	MS	S	S	MS		
Confidence	MS	S	S	MS		
Resilience	MS	S	S	MS		

GCSE English	H1	H2	H3	H4	H5	H6
Engagement	S	S	S	S		
Effort	S	S	S	ND		
Confidence	ND	ND	ND	ND		
Resilience	S	S	S	ND		

GCSE Maths Higher	H1	H2	H3	H4	H5	H6
Engagement	MS	MS	MS	MS		
Effort	MS	MS	MS	MS		
Confidence	MS	MS	MS	MS		
Resilience	MS	MS	MS	MS		

GCSE Psychology	H1	H2	H3	H4	H5	H6
Engagement	MS	MS	MS	MS		
Effort	MS	MS	MS	MS		
Confidence	MS	MS	MS	MS		
Resilience	MS	MS	MS	MS		

GCSE Science Higher	H1	H2	H3	H4	H5	H6
Engagement	S	S	S	S		
Effort	S	S	S	S		
Confidence	ND	S	ND	ND		
Resilience	MS	MS	S	S		

Learning Behaviours

5 = Consistently; 4 = Usually; 3 = Often; 2 = Rarely; 1 = Never; ABS = Absent (grade will be 0)

GCSE Computing	H1	H2	H3	H4	H5	H6
Completes Written Tasks at a Pace	4	5	4	5		
Listens To and Follows Instructions	5	5	4	4		
Concentrates in Lessons	5	5	4	5		
Seeks Help Appropriately from Staff	5	4	4	4		
Communicates Effectively and Politely	5	5	4			
Completes Homework On Time	3	4	3	5		

GCSE English	H1	H2	H3	H4	H5	H6
Completes Written Tasks at a Pace	3	3	3	2		
Listens To and Follows Instructions	5	5	5	5		
Concentrates in Lessons	5	4	4	4		
Seeks Help Appropriately from Staff	3	2	2	2		
Communicates Effectively and Politely	3	2	3	3		
Completes Homework On Time	3	3	3	3		

GCSE Maths Higher	H1	H2	H3	H4	H5	H6
Completes Written Tasks at a Pace	5	5	5	5		
Listens To and Follows Instructions	5	5	5	5		
Concentrates in Lessons	5	5	5	5		
Seeks Help Appropriately from Staff	5	5	5	5		
Communicates Effectively and Politely	4	4	5	5		
Completes Homework On Time	4	4	3	3		

GCSE Psychology	H1	H2	H3	H4	H5	H6
Completes Written Tasks at a Pace	5	5		5		
Listens To and Follows Instructions	5	5		5		
Concentrates in Lessons	5	5		5		
Seeks Help Appropriately from Staff	5	5		5		
Communicates Effectively and Politely	5	5		5		
Completes Homework On Time	4	3		5		

GCSE Science Higher	H1	H2	H3	H4	H5	H6
Completes Written Tasks at a Pace	5	4	5	5		
Listens To and Follows Instructions	5	5	5	5		
Concentrates in Lessons	5	5	5	5		
Seeks Help Appropriately from Staff	5	5	5	5		
Communicates Effectively and Politely	4	4	4	5		
Completes Homework On Time	2	1	3			

Cummulative Attendance: P = Present; L = Late; UA = Unexcused Absence; AA = Authorised Absence

Course Grades	H1		H2		H3		H4		H5		H6		P	L	UA	AA
	Grd	%	Grd	%	Grd	%	Grd	%	Grd	%	Grd	%				
GCSE Computing	5	58	7	73	6	65	5	58					100%	0%	0%	0%

ILP and Teacher Comments by Term

AUT TERM

Targets and Action Plans
1. To maintain high standards to attendance and work-level.
2. To review the work set after a couple of weeks to help keep the information in your memory. Try making flashcards to help you with this.

Previous Targets
You have met your previous targets Owen, your attendance continues to be superb, and you have completed almost all homework set this term, well done! Plus, you continue to work well in lessons as you always have.

Our Focus
This term we have worked on binary to denary conversion, adding in binary, converting to hexadecimal, networking theory and components, computer security, malware and components and logic gates.

Progress Made
You continue to make good progress Owen academically, but also your increasing willingness to use the microphone and speak to me, really does you credit. We see that you are learning by the questions you answer both in class and for homework.

Learning Issues
Your knowledge of computer science is certainly increasing Owen, this can be seen in the questions you answer both for homework and classwork.

Achieving More
I do still worry that you may not bas asking for clarification when needed, remember it is your lesson so you must feel free to stop me and ask for more explanation if needed. This along with your current ethic will certainly help you achieve more.

SPR Term

Targets and Action Plans
1. To maintain high standards of attendance and work-level. Keep on setting aside time for homework and always ask if you need help.
2. To practice the use of Python to solve problems. Try to use Python outside lesson time. It is like learning a language and regular practice is key to doing well.

Previous Targets
You have met your previous targets Owen, your attendance continues to be superb, and you have completed almost all homework set this term, well done! Plus, you continue to work well in lessons as you always have.

Our Focus
This term we have been working on the high-level computer language, Python. We have looked at input and output statements, assignment statements, loops (for and while), functions and procedures. The learning has been doing Python coding challenges provided by the exam board, entering them and testing them using the Python Integrated Development Environment.

Progress Made
You now speak every lesson Owen, and tend not to type at all! What a fantastic change! You are a natural programmer and I am always delighted to see the code you have create. You certainly have alot of ability and I have been impressed with the fluency with which you can already use Python. Do try to review our lessons at some time after, we need to cover a lot of material and so there's lots to forget.I feel you enjoy the subject Owen, and I would urge you to recognise and celebrate in the progress you have made.

Learning Issues
All positives!

Achieving More
It is easy to forget what we have done in lessons, so I would suggest that every now and then you look back through the VEB and revisit the material, I think this would help your retention of the work covered. I would also urge you to play around with Python outside lesson time, in my experience this turns a keen programmer into an excellent one.

Cummulative Attendance: P = Present; L = Late; UA = Unexcused Absence; AA = Authorised Absence

Course Grades	H1		H2		H3		H4		H5		H6		P	L	UA	AA
	Grd	%	Grd	%	Grd	%	Grd	%	Grd	%	Grd	%				
GCSE English	3	37	4	41	3	31	3	33					97%	3%	0%	0%

ILP and Teacher Comments by Term

AUT TERM

Targets and Action Plans
1. To increase speed when answering questions. Try working to a time limit for completion of activities, perhaps starting at 20 minutes and gradually reducing to 15minutes.
2. To include more ambitious vocabulary in your writing. You can do this by practising revision sections on Get My grades and making a note of ambitious words in your active word log.

Our Focus
This term we have focussed on developing your English language skills by reading and analysing Lord of the Flies. We have identified symbols, facts and themes that run through the novel. We have also identified and analysed language devices and structural features that the writer has used to create specific effects. Using the Statement, Quote, Inference (SQI) technique, we have looked at evidencing and interpreting extracts. In addition, we have worked on writing detailed notes on texts read as well as extending your vocabulary when writing.

Progress Made
The speed at which you are beginning to complete your work is increasing which means we can get through more work during a session. You have developed your writing using inference to show your reader rather than telling them information. Your use of SQI is sound with some support still required to develop the inference element. You are beginning to write more detailed notes to support your understanding of a text and you are starting to broaden your vocabulary bank.

Learning Issues
Completing homework regularly will support and enhance the work we complete in lessons.

Achieving More
Regularly completing your reading/word log with detailed information about what you have read and highlighting ambitious vocabulary will help you remember information from one lesson to the next and give you opportunities to try out new words in your writing.

SPR TERM

Targets and Action Plans
1. To increase speed when answering questions, by practising a skill as a starter with a reducing time limit.
2. To include more ambitious vocabulary in your writing by using words from the active word log as well as completing ambitious word starter activities.
3. To increase your awareness and understanding of a range of topics by reading regularly.

Previous targets
Congratulations Owen, you have partially met both targets from last term! I have kept both with a slightly different focus and added a third target to support your ability to tackle questions related to unfamiliar topics.

Our Focus
This term we have focussed on developing your understanding of non-fiction texts by covering features of magazine articles, letters and interviews. You have also completed regular starter activities to help you generate ideas on a topic more quickly and easily. Over the past few weeks, we have returned to descriptive writing and you have practised developing your skills in a range of key features, including show not tell, topic sentences, language devices and symbolism. You have analysed descriptive writing texts and written your own.

Progress Made
Practising key skills regularly is allowing you to be come more confident in developing ideas and writing about unfamiliar topics. You continue to make progress in writing more quickly. You recall key features of non-fiction text types well and can use them effectively in your own writing. Your descriptive writing is developing with your consistent use of a range of language techniques.

Learning Issues
Completing homework regularly will support and enhance the work we complete in lessons. Often you use single words to communicate in lessons.This makes it difficult to know how much you understand or how difficult a task is for you. Try to respond with a little more detail if you can please!

Achieving More
Using subscriptions like Get my Grades to complement classwork will speed your progress in trickier areas.

Cummulative Attendance: P = Present; L = Late; UA = Unexcused Absence; AA = Authorised Absence

Course Grades	H1		H2		H3		H4		H5		H6		P	L	UA	AA
	Grd	%	Grd	%	Grd	%	Grd	%	Grd	%	Grd	%				
GCSE Maths Higher	6	62	6	68	7	71	7	72					99%	1%	0%	0%

ILP and Teacher Comments by Term

AUT TERM

Targets and Action Plans
1. To improve your confidence when answering questions. Try to spend some time between lessons practising GCSE exam questions.
2. Use the microphone a little more to discuss methods and or answers when you feel able

Previous Targets
Well done Owen, your confidence continues to grow and you are working hard to complete the most difficult tasks that I set you from the Higher GCSE Maths Syllabus.

Our Focus
Our focus in the first half of this term has been on algebra section of the higher GCSE Syllabus including geometric sequences, factorising quadratic and linear equations together with reciprocals. We have also studied in detail the gradient and intercepts of graphs. A number of lessons have focused on simple and compound interest calculations from the number section of the curriculum. In the second half of the term, we have looked in-depth at trigonometry. This section of lessons has included Pythagoras theorem calculating missing sides of right-angled triangles. This lead on to calculating missing sides and angles using sin, cos and tan. Most recently we have tackled the sine and cosine rule which involves some very complicated calculations.

Progress Made
You have worked really hard to tackle the challenging and higher-level GCSE examples and this has been reflected in your results. It is clear that your confidence continues to grow and you are enjoying the challenges of the tougher work. You should be congratulated on your efforts and results this term, well done.

Learning Issues
Overall you are making very pleasing progress so I have no significant issues with your learning at this point in time.

Achieving More.
To achieve the highest GCSE grades consistently use the My Maths and Manga High Software to regularly test and practice your skills. Couple this with past and practice GCSE maths question papers between lessons.

SPR TERM

Targets and Action Plans
1. To improve your confidence when answering questions. Try to spend some time between lessons practising GCSE exam questions.
2. Continue to increase the use of the microphone more to discuss methods and or answers when you feel able.

Previous Targets
Well done Owen, your confidence continues to grow, you are using the microphone quite a bit more this term and you are working hard to complete the most difficult tasks that I set you from the Higher GCSE Maths Syllabus. You now need to include maths practise on most days to improve your skills even further.

Our Focus
Our focus in the first half of this term has been on using a scientific calculator and revising all of the functions, how to use them correctly in a variety of contexts and calculations. We also revisited algebra, looking particularly at expanding brackets, solving equations with unknowns on both sides and factorising. The second half of the term has focused on the probability section of the GCSE Syllabus including frequency trees, Venn diagrams, listing outcomes and some of the associated GCSE practice questions.

Progress Made
You have worked really hard during lessons and higher-level GCSE examples and this has been reflected in your results. It is clear that your confidence continues to grow and you are enjoying the challenges of the tougher work. You should again be congratulated on your efforts and results this term, well done.

Learning Issues
Overall you are making very pleasing progress so I have no significant issues with your learning at this point in time.

Achieving More.
To achieve the highest GCSE grades consistently use the My Maths and Manga High Software including the games to regularly test and practise your skills. Couple this with past and practice GCSE maths question papers regularly between lessons.

Cummulative Attendance: P = Present; L = Late; UA = Unexcused Absence; AA = Authorised Absence

Course Grades	H1		H2		H3		H4		H5		H6		P	L	UA	AA
	Grd	%	Grd	%	Grd	%	Grd	%	Grd	%	Grd	%				
GCSE Psychology	5	50	5	55	4	48	4	49					96%	0%	4%	0%

ILP and Teacher Comments by Term

AUT TERM

Targets and Action Plans
1. To develop your knowledge of case studies through independent research. The use of case studies can help you to evidence theories. You can read up on them using the simply psychology website. The case studies about the Wolfman, HM and Clive Wearing are particularly important.
2. To evaluate the arguments you make. This means pointing out the strengths and weaknesses of your views and ideas around research and theories. It might be helpful to create a table for each core theory and list the pros and cons for it.

Our Focus
This term we have focused on the sleep and dreaming unit. We have looked at the importance of sleep to human beings and considered how the body clock works. We have discussed the activation synthesis theory and compared this to the ideas of Freud. Finally, we have considered ways of improving our quantity and quality of sleep if we suffer with insomnia.

Progress Made
Owen, you have worked hard this term, although I think it is fair to say that this has not been your favourite unit and you have found some of the theories strange. I have been impressed with your increased willingness to ask questions to further your knowledge and your ability to answer exam questions in a detailed way .

Learning Issues
I have no issues with your learning at this time.

Achieving More
Use the OCR website to go over past papers and exemplar answers to help you prepare for your own exam.

SPR TERM

Targets and Action Plans
1. To develop your knowledge of case studies through independent research. The use of case studies can help you to evidence theories. You can read up on them using the simply psychology website. The case studies about the Wolfman, HM and Clive Wearing are particularly important.
2. To consolidate your knowledge of the key terminology from the development topic. I would recommend that you use Quizlet to help you do this.

Previous Targets
You have really tried hard to improve your evaluation skills and this is beginning to pay off, well done! I don't think that you have done much independent research on interesting case studies and this target will therefore remain. Reading case studies will help you link knowledge of different theories together and greatly improve your understanding.

Our Focus
This term we have focused on the development unit. We have looked at the key stages of human development including prenatal, childhood and adolescence. We have discussed the stages of human development according to Piaget and investigated his three mountains research. Additionally we have looked at IQ tests and their use in society including the ethical implications associated with them.

Progress Made
Owen, you have continued to display a positive attitude in psychology this term. You have taken on board a great deal of knowledge about human development and I have been particularly impressed with your knowledge of Piaget's theory. You have completed all tasks set which includes all of your homework. Well done!

Learning Issues
At times this term you have used minimal communication and responded to discussions using single word answers, which has hampered your progress a little. Try to make sure that you are being as active in your learning as you possibly can be.

Achieving More
Keep reading around the topics we do in class to broaden your knowledge. We only have one lesson a week, so anything extra you can do really helps.

Cummulative Attendance: P = Present; L = Late; UA = Unexcused Absence; AA = Authorised Absence

Course Grades	H1		H2		H3		H4		H5		H6		P	L	UA	AA
	Grd	%	Grd	%	Grd	%	Grd	%	Grd	%	Grd	%				
GCSE Science Higher	7	70	5	59	6	61	7	70					100%	0%	0%	0%

ILP and Teacher Comments by Term

AUT TERM

Targets and Action Plans
1. Begin to prepare some revision resources each week to reduce the load next year. You could use Mindomo to make mind maps of each topic.
2. Try a few more of the weekly homework tasks, maybe set aside a time slot to do this.

Our Focus
In biology we looked at how our body responds to attack by pathogens. We covered both bacterial and viral infections in plants and humans. We also touched on infection by protists and fungi. The immune system was covered, including the role of white blood cells. In physics we examined wave behaviour and properties. We looked at both the specialist terminology and equations.

Progress Made
Fantastic progress has made this term. In biology you were able to explain the role of white blood cells in responding to attack by pathogens. You can explain the stages of drug development and the ideas behind double blind testing. You completed the required practical activity on aseptic techniques successfully. In the physics waves topic you were able to correctly identify key features of both longitudinal and transverse waves. You can calculate wave speed from the wave equation as well as rearrange it to calculate other variables. You completed two required practical activities; wave behaviour and infrared emission and absorption. Identifying the independent and dependent variables you could plot the appropriate graph and analyse the outcomes successfully.

Learning Issues
It would be great to see homework done more regularly.

Achieving More
Read through the work covered in the previous lesson so that you can get off to a flying start. This will also identify any areas you may still have questions about.

SPR TERM

Targets and Action Plans
1. In lessons independently select the most useful ways to present data in tabular or graphic form and how to use it when asked to explain a result or idea. Include the dependent and independent variables and identify both trends and patterns as well as outlying results.
2. Try a few more of the weekly homework tasks, maybe set aside a time slot to do this.

Previous Targets
Your targets have been met in part, however you still do not prioritise your weekly homework tasks, so that target remains.

Our Focus
This term we have worked solely on the chemistry topic chemical changes. This has covered: reactions of metals, generation of the reactivity series, using it to determine method of metal extraction, reactions of acids and the pH scale.

Progress Made
Owen, you have made significant progress this term and covered a substantial amount of practical based chemistry in depth. Your ability to predict outcomes from chemical reactions has improved; you have made great in roads into writing balanced symbol equations, drawing on and consolidating your knowledge from previous topics such as bonding. You can identify the oxidised and reduced species in redox reactions. Although you found the electrolysis topic challenging, you successfully predicted the products discharged at electrodes for both molten and aqueous electrolytes. You completed the required practical on making soluble salts and were able to consider the safety aspects associated with working with acids and laboratory glassware.

Learning Issues
It would be great to see homework done more regularly.

Achieving More
To help you to become a more independent learner you can always make use of the ‘Get My Grades’ and ‘EducaKe’ subscriptions on the course. Both allow you to choose and revise a topic before testing yourself with a selection of questions.