# JEE Advanced Test Feedback

Test: Regular full test - 10 Oct 2025

## Student Details

| | |
|---|---|
| Name: | **Student Name** |
| Roll Number: | **Roll Number** |
| Score: | **53 / 90** |
| Cohort Rank: | **35 out of 100** |

## Purpose of This Report

This report analyses how your current preparation translated into performance during a full-length JEE Advanced mock test. The emphasis is on identifying specific skill gaps, topic-level weaknesses, and decision-making patterns that affect score conversion.

The objective is to help you prioritise effort efficiently.

## Overall Performance Snapshot

| | |
|---|---|
| Total Questions: | 90 |
| Estimated Attempted: | 70 |
| Correct: | 53 |
| Incorrect: | 17 |
| Overall Accuracy: | Approximately 76 percent |

> Your performance places you near the middle of the cohort. This reflects partial syllabus mastery with uneven conversion across subjects and difficulty levels.

The score is limited more by incomplete execution and conceptual gaps than by time pressure.

# Conceptual Difficulty Handling

## Low to Moderate Difficulty

You convert most standard problems in Mathematics and a subset of Physics questions into marks. In Chemistry, even moderate-difficulty questions show inconsistent conversion.

**Interpretation:** Foundational understanding exists but is not yet stable across all topics.

## High Conceptual Difficulty

At higher difficulty levels:

- Mathematics problems are often left incomplete.
- Physics problems are attempted but lack structured reasoning.
- Chemistry problems show low confidence and poor conversion.

**Interpretation:** High-difficulty questions expose weaknesses in problem structuring and concept integration.

# Subject-wise Diagnostic Profiles

## Mathematics

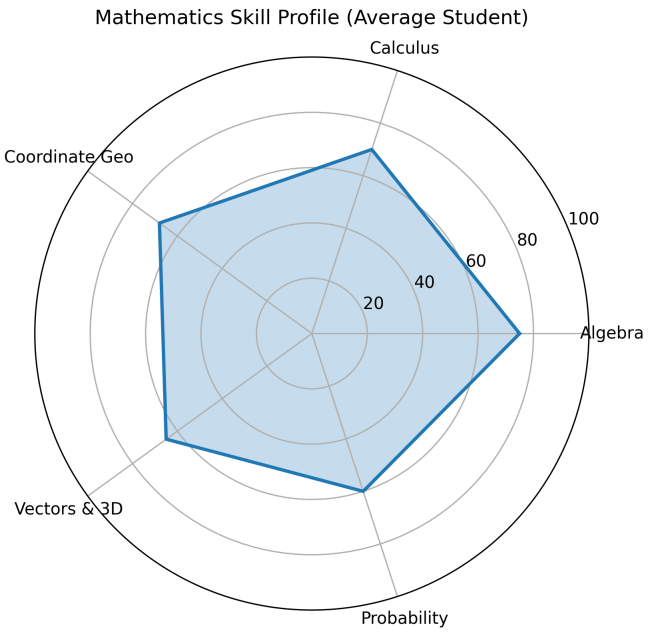


Figure 1: Mathematics Topic Skill Profile

### Observed Issues

- Comfortable with routine algebra and calculus manipulations
- Difficulty sustaining multi-step logical arguments
- Errors when problems require case analysis or constraints

### Specific Skill Gaps

- Translating word problems into mathematical structure
- Identifying dependencies between variables
- Maintaining solution flow in long problems

### Targeted Study Actions

- Practise problems that explicitly combine two chapters (e.g., calculus + coordinate geometry).
- Write a brief solution outline before performing calculations.
- Solve fewer problems per session, but complete them fully.

# Physics

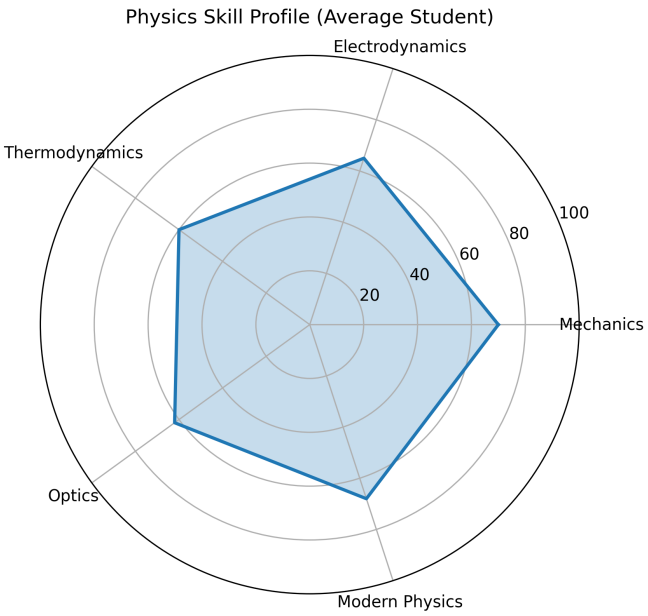


Figure 2: Physics Topic Skill Profile

### Observed Issues

- Formula recall is present, but physical interpretation is inconsistent
- Equations are written before fully analysing forces or constraints
- Difficulty handling multiple effects simultaneously

### Specific Skill Gaps

- Translating physical situations into diagrams
- Identifying dominant forces or terms
- Checking assumptions before applying equations

### Targeted Study Actions

- Draw complete, labelled diagrams for every mechanics problem.
- Verbally describe the system before writing equations.
- Re-derive commonly used formulas to understand their limits.

# Chemistry

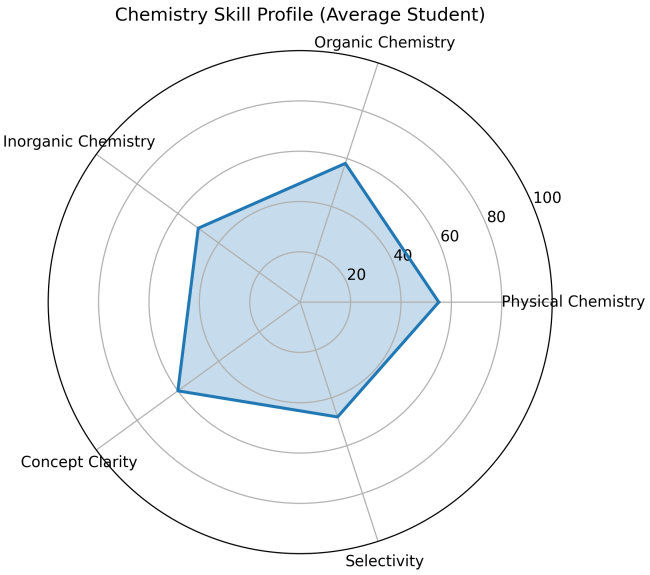


Figure 3: Chemistry Topic and Decision Profile

### Observed Issues

- Physical chemistry errors due to misuse of formulas
- Organic chemistry mistakes in reaction sequences
- Weak recall and elimination errors in inorganic chemistry
- Attempts made despite low confidence

### Specific Skill Gaps

- Understanding conditions under which formulas apply
- Tracking reaction mechanisms step-by-step
- Recognising when information is insufficient to proceed

### Targeted Study Actions

- Focus on condition-based physical chemistry problems.
- Practise organic reactions by writing mechanisms, not products.
- Reduce inorganic coverage and strengthen recall in selected topics.
- Practise consciously leaving low-confidence questions.

# Decision-Making and Error Behaviour

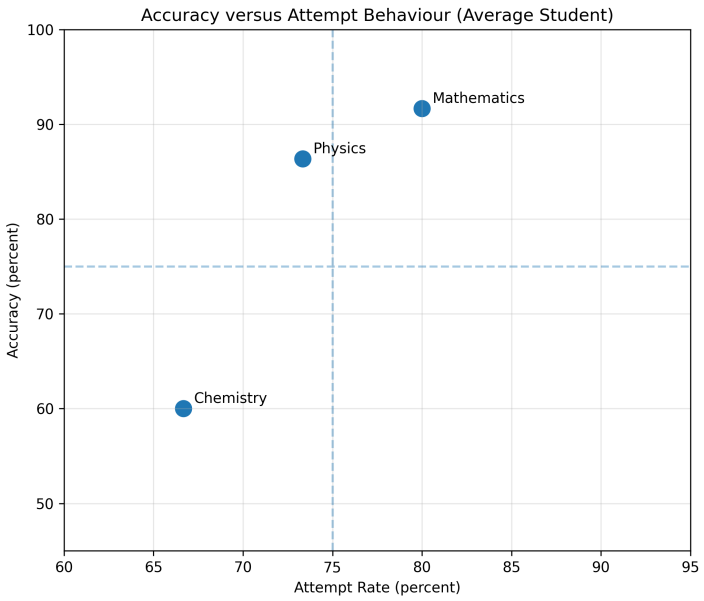


Figure 4: Accuracy versus Attempt Behaviour

Accuracy declines as attempts increase, particularly in Physics and Chemistry. This indicates that familiarity is sometimes mistaken for clarity.

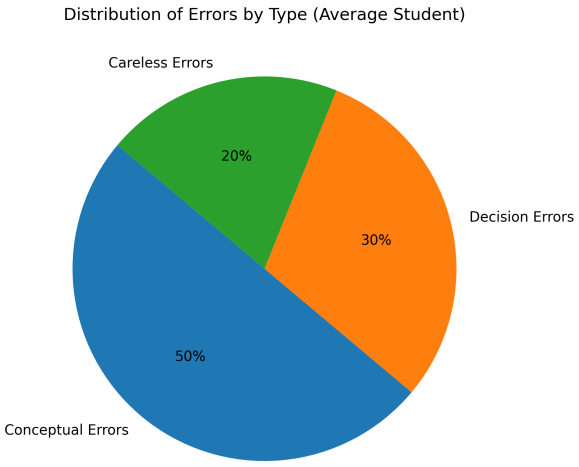


Figure 5: Error Distribution by Type

Errors are dominated by conceptual and decision-related mistakes.

Key takeaway: Improving question selection and concept application will yield larger gains than increasing problem volume.

## How to Use Mock Tests Going Forward

Use mock tests primarily as diagnostic tools:

- Identify which step of problem-solving failed (setup, execution, or decision).
- Categorise incorrect attempts by skill gap rather than chapter.
- Reduce mock frequency temporarily if conceptual gaps dominate.
- Resume full mocks once conversion stabilises.

## Closing Note

Your current performance reflects partial readiness, not limitation. Progress will depend on building structured reasoning skills and improving decision discipline rather than increasing study hours.

Focus on depth, structure, and selective execution. Consistency will follow.