

# Year 11 Expectations Evening

**Head of Year: Mr. K. Tomlinson**

**Senior Leadership Team Link: Mr. A. Dean**



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# Looking back...

## **POSITIVES**

- 16 students had 100+ achievement points
- 116 individual Ach Certificates given to students and prizes given
- 112 students had 10 or less demerits

# Behaviour Expectations - Ownership



✓ **Ready**  
✓ **Respectful**  
✓ **Responsible**



As a student of The John Fisher School, I will:

- ✓ ***Be punctual, well prepared and ready to learn at all times.***
- ✓ ***Treat my peers and adults with respect at all times.***
- ✓ ***Will take responsibility, for my actions and my environment.***

Staff will use positive reminders as well as non-verbal reminders to help you maintain your focus.

# Aspiring for Academic, Cultural and Sporting Excellence.



## ACCEPTANCE

Richard Challoner

We identify our talents.  
We flourish together.

## PERSEVERANCE

St Thomas More

We take on challenges.  
We never give up.

## RESPECT

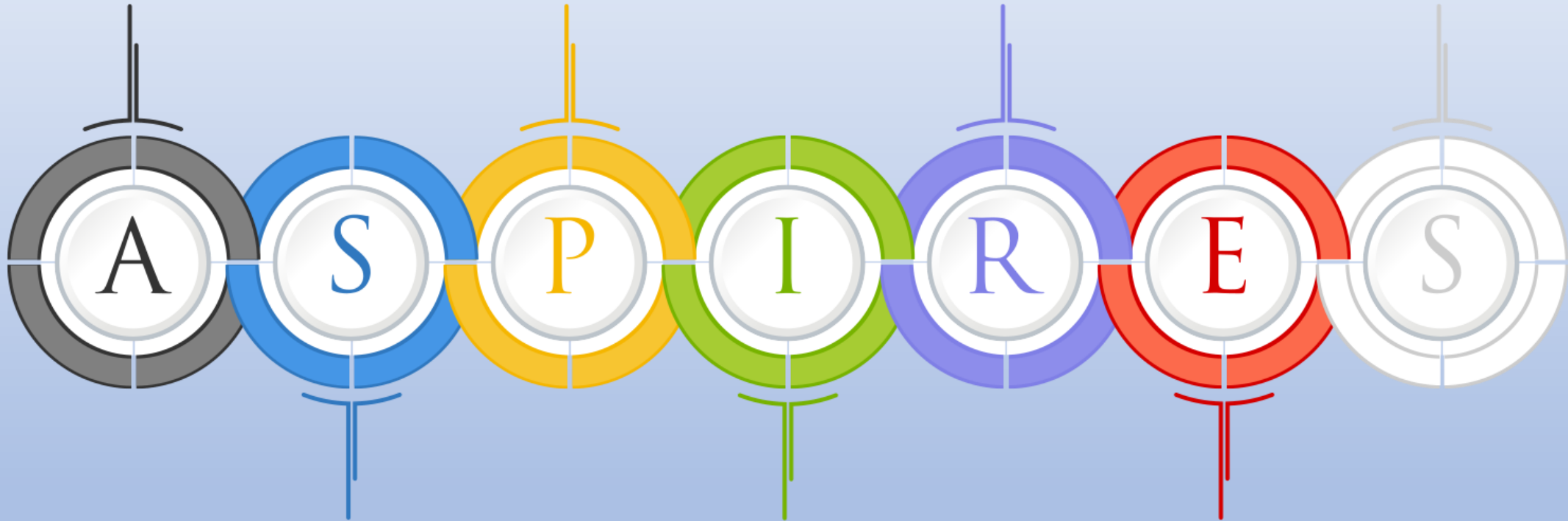
St Thomas Becket

We respect ourselves.  
We respect each other.

## SELFLESSNESS

St Mother Teresa

We give without reason.  
We put others first.



## SERVICE

St John Fisher

We serve each other.  
We serve our community.

## INTEGRITY

St John Henry Newman

We take action.  
We uphold our values.

## ENJOYMENT

St Bede

We participate joyfully.  
We seek growth urgently.

# Year 11 - Information



**Entry point: Main Gate**

**Holding area / play space: Quad / Main playground**

**Lining up: Main Playground**

**Exit Point: Main Gate**

**Dismissal time: 3.25pm**

**The School Day:**

## ***Form Tutors:***

11K: Ms J. Bryant

11B: Mrs T. Kapoor

11C: Mrs. S. Ryder

11F: Mrs J. Ghodhbani

11M: Mr J. Gillespie

11N: Mr J. Rogers

11T: Mr. J. Osborne

11SGA: Mr. S. Gamage

Form	Period 1	Period 2	Break	Period 3	Period 4	Lunch	Period 5	Period 6
8.45 - 9.10	9.10 -10.00	10.00 -10.55	10.55 -11.15	11.15 -12.05	12.05 -12.55	12.55 -13.40	13.40 -14.30	14.35 -15.25

# Uniform



## School shoes

- No trainers; should be able to polish



## Coats

Should be plain black or navy, waterproof and with no pattern, logo, or writing. Coats should not be worn without the JFS blazer. Fleeces, tracksuit tops, hooded sweatshirts and sports tops (even if they are JFS branded) are not permitted.

## The John Fisher School (JFS) uniform consists of:

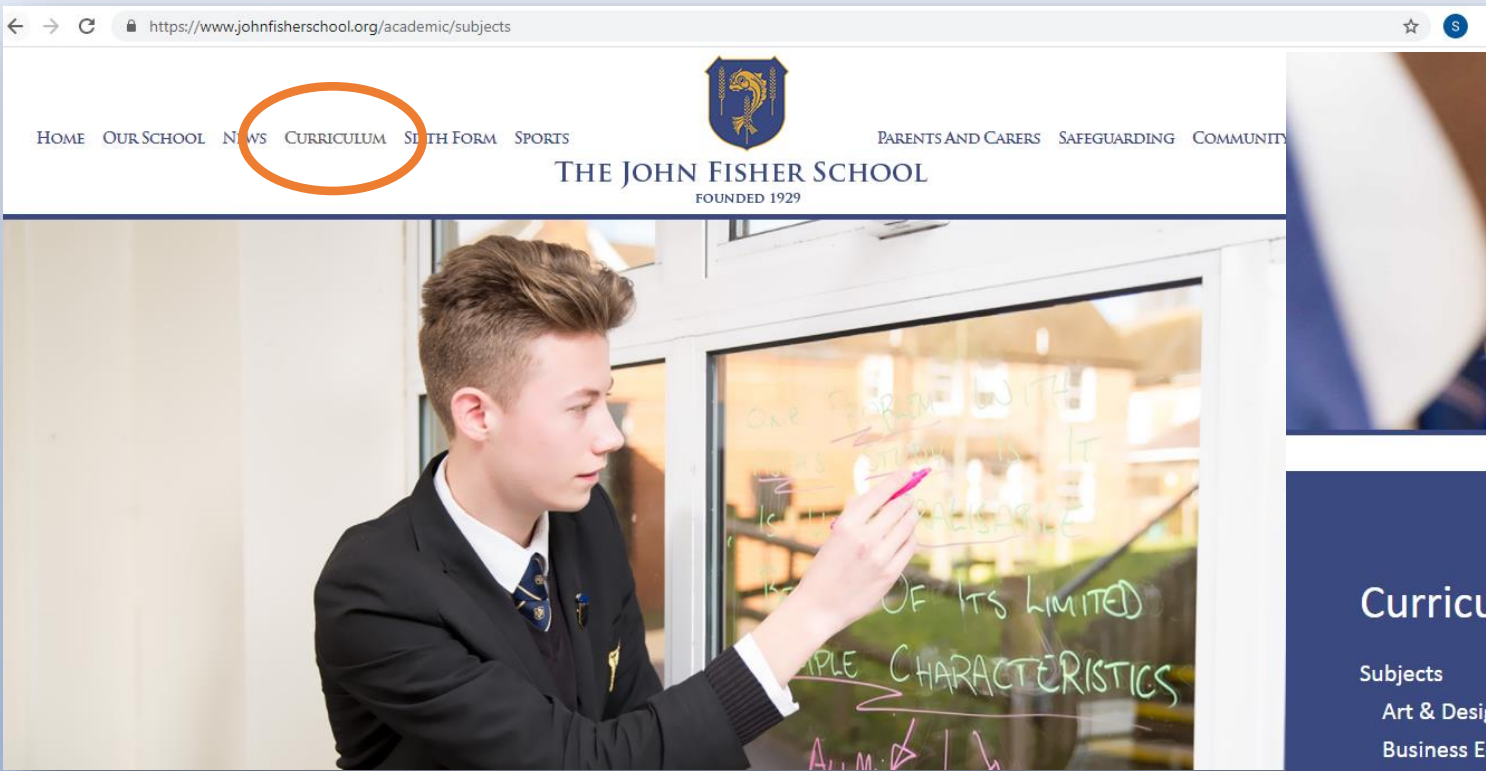
- JFS blazer with badge (must be worn every day)
- Black / dark grey trousers (no Jeans or tracksuits)
- Year 10 -11 white shirt
- Year 7-11 House tie
- JFS grey V-necked pullover (optional)
- Dark socks



# Access to Curriculum/Exam Board information



- Can be found on our website:



## Curriculum

Subjects

- Art & Design
- Business Education
- Drama
- English
- Geography
- Government & Politics
- ICT & Computing
- Mathematics
- Media Studies
- Modern Foreign Languages

## Curriculum Overview

- Curriculum Overview
- Curriculum Offer
- Curriculum Intent, Strategy & Maps**

# Exam Boards



**Ancient History**

**OCR**

**Art:**

**Eduqas**

**BTEC IT:**

**Edexcel**

**BTEC Media:**

**Edexcel**

**BTEC Sport:**

**Edexcel**

**Business Studies:**

**AQA**

**Computer Science:**

**OCR**

**Design Technology:**

**AQA**

**Drama:**

**Eduqas**

**Economics:**

**AQA**

**English Language:**

**AQA**

**English Literature:**

**OCR**

**Geography:**

**AQA**

**History:**

**Edexcel**

**Further Maths (Level 2):**

**AQA**

**Maths (Higher or Foundation):**

**Edexcel**

**Media:**

**OCR**

**MFL (French / Spanish):**

**Edexcel**

**Music:**

**Eduqas**

**RE:**

**Eduqas**

**Science:**

**AQA**

**Sports Studies:**

**Edexcel**



# Working together to improve school attendance



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# School Attendance - The Law



- The law entitles **every child of compulsory school age to an efficient, full-time education** suitable to their age, aptitude, and any special educational need they may have. It is the **legal responsibility of every parent/carers** to make sure their child receives that education by attendance at a school.
- Parent/carers have **an additional legal duty to ensure their child attends that school regularly**. This means their **child must attend every day** that the school is open, except in a small number of allowable circumstances such as being too ill to attend.



# Persistent Absence [PA]



Below **94%** attendance – Stage 1 letter

Below **90%** attendance – Stage 2 letter and meeting with student and parents/carers led by the Form Tutor and Head of Year

Below **87%** attendance – Stage 3 letter requesting medical evidence and meeting with Inclusion co-ordinator and Assistant Headteacher (Mr Mawer)

Below **85%** attendance – Stage 4 letter and meeting with Mr Mawer and the Senior Borough Attendance Officer at The London Borough of Sutton.

NB: Persistent absence will be closely monitored from 90% and any student whose attendance level falls below 85% will be subject to an action plan to support their return to full attendance and a possible fixed penalty notice issued to parent/carers.

# Persistent Lateness to school



Morning registration will take place at the start of the school day at **8.45am**.

Any student arriving after this time will be marked as having an unauthorised absence. Where the absence at registration was for attending an early morning medical appointment, the appropriate authorised absence code will be entered.

Students arriving after the start of the school day will be recorded as late.

This also applies to students arriving after the start of the each lesson.

# How can parent/carers support their child's attendance?



- ☐ Proactive engagement and support of all parent/carers
- ☐ Talk/communicate with your child to determine barriers to attending school
- ☐ Consistent message to your child re: daily attendance and punctuality to school
- ☐ Triangulation of message between the school, child and parent/carer
- ☐ Regular communication with KS Administrators (Mrs Cody KS4) and Form Tutors
- ☐ Inform the school immediately if your child is absent from school. Any absence not communicated on each day of absence will be classed as unauthorised
- ☐ Provide appropriate medical evidence, where possible
- ☐ Ask the school for further support/ intervention if needed

# Assessment



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# Assessment Dates



- 14<sup>th</sup> October & 21<sup>st</sup> October – PPE1
- 11<sup>th</sup> November – IM1 (PPE, PP, EFF & Beh)
- 18<sup>th</sup> November – PTM
- 3<sup>rd</sup> February & 10<sup>th</sup> February – PPE2
- 3<sup>rd</sup> March – IM2 (PPE, PP, EFF & Beh)
- 21<sup>st</sup> April – Tutor Comment
- 12<sup>th</sup> May – Final PP

# Interventions



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# Intervention Calendar



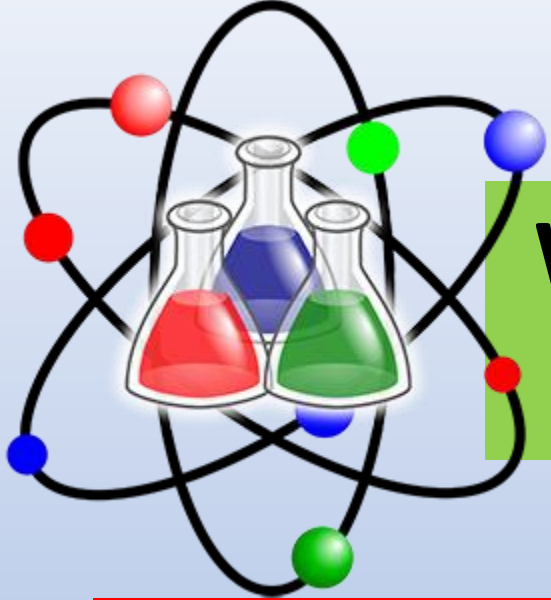
- This will be released in the next week or two, it is just being collated.
- Sessions will be Before School, At Lunch or After School.
- I would recommend a packed lunch if attending Lunch Session.
- Some sessions will be invite only but most are open to all.
- Individual students may be asked to attend to help raise their grades.

# Y11 Revision Sessions Timetable



Week 1	Monday	Tuesday	Wednesday	Thursday	Friday
Before School		History - 70			
Lunch 12:55-1:40	Sports Studies - 5	Physics - 170 Geography - 174 English - 105	Biology - 30 Computer Science – 1 Sports Studies – 5 English – 102 ( <b>Invite Only</b> )	Economics - 110	Chemistry - 131
After School	Business ( <b>MA</b> ) - 109 Music - 42 Product Design - 21			BTEC IT - 2	English - 4 ( <b>Invite Only</b> )
Week 2	Monday	Tuesday	Wednesday	Thursday	Friday
Before School		History - 70			
Lunch 12:55-1:40	Sports Studies - 5	Physics - 170 English - 105	Biology - 30 Sports Studies – 5 English – 102 ( <b>Invite Only</b> )	Economics - 110	Chemistry - 131 Geography - 174
After School	Business ( <b>MA</b> ) - 109 Product Design ARE - 21				English - 4 ( <b>Invite Only</b> )

# KS4 Revision Sessions



**Wednesday Lunchtime**  
**Biology Room 30**

**Tuesday Lunchtime**  
**Physics Room 170**



**Friday Lunchtime**  
**Chemistry Room 131**



# **Biology Intervention**

**Wednesdays Rm30 1pm**

<b>Date</b>	<b>Teacher</b>	<b>Topic</b>
18 <sup>th</sup> Sept	FMO	Photosynthesis and plants (ch2)
25 <sup>th</sup> Sept	PTH	Osmosis, diffusion, active transport (ch2&3)
2 <sup>nd</sup> Oct	JBR	Cells, adaptations, microscopy (ch1)
9 <sup>th</sup> Oct	FMO	Enzymes and food tests (ch3)
16 <sup>th</sup> Oct	PTH	Immunity (ch4)
23 <sup>rd</sup> Oct	JBR	PPE Week drop in.





# Physics Intervention

**Tuesdays Room 170 1pm**

Date	Teacher	Topic
17 <sup>th</sup> Sept	EHA	Scalars & Vectors
24 <sup>th</sup> Sept	GEK	Specific Heat Capacity
1 <sup>st</sup> Oct	EHA	Radioactive Decay
8 <sup>th</sup> Oct	GEK	Electrical Resistance
15 <sup>th</sup> Oct	EHA	Momentum
22 <sup>nd</sup> Oct	GEK	Gravity & Weight

# Y11 CHEMISTRY INTERVENTION



**ALL SESSIONS TO INCLUDE HOW TO ANSWER EXAM QS  
ON THE TOPIC [FRIDAY LUNCHTIME]**

DATE	TOPIC	Teacher	Room
20/9/24	Reacting Masses (higher + separate only)	RWO	131
27/9/24	Acids, bases and salts	SGN	131
4/11/24	Reaction Profiles and Bond Energy calculations	PHA	131
11/11/24	Ionic Bonding and properties of Ionic Compounds	SGN	131
18/11/24	Covalent bonding and properties of simple covalent molecules	RWO	131
01/12/24	Electrolysis	PHA	131

GCSE expectations talk

# Science



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## Key

Yellow: Separate Science classes

Green: Higher Tier Combined Science Classes

Blue: Foundation Tier Combined Science Classes



Upper Band Classes/Sets	Lower Band Classes/Sets
Tx	D2
Ty	D3
Tz	D4
D1	D5

# Teaching Staff



- **Biology Specialists:**

- Ms Mozammel (SL for Biology)
- Mrs Thaker
- Ms Bryant

- **Chemistry Specialists:**

- Mrs Woolcock (SL for Science)
- Mr Hall (SL for Chemistry)
- Miss Green
- Ms Bryant

- **Physics Specialists:**

- Mr Harwood (SL for Physics)
- Dr Ekanayake
- Ms Bryant
- Mr Hassan



## Specifications:

- AQA Combined Science Trilogy (formally known as dual award) at foundation and higher tier
- AQA Separate Sciences (formally known as triple science)
  - **Sets Ty, Tx and Tz are covering higher tier separate science**
  - **Sets D1, D2, D3 are covering higher tier combined science**
  - **Sets D4 and D5 are covering foundation tier combined science**
- The final exam entry decision will be made after the PPEs this year- the next being in October.
- Your son's set can be changed based on his academic performance throughout the year with in his band.





## Scheme of Work:

- AQA science (separate or Combined Trilogy) Specifications are on the AQA website.
- Order of curriculum for your son's year can be found on the Year 11 Google Classroom.
- Revision Guides: I recommend CGP, they have a vast array of supporting materials [www.worldofbooks.com](http://www.worldofbooks.com) have second hand versions which are cheaper!



# Each Topic

- For each topic your son will be given a checklist and will have an end of topic assessment/PPE at the end of each topic.
- He will be given a feedback sheet that will be stuck at the back of the book and that we ask you to sign.
- He will also be given an improvement task to complete

Chemistry		
Topic X		
Student A	10Ty	Mrs Woolcock)
<b>Questions</b>		
1	6 mk compare Structure & bonding	3 / 8
a,b	Energy, moles and gas volume calc	6 / 4
2d	Energy, moles and gas volume calc	2 / 4
3a	Energy, moles and gas volume calc	1 / 4
b,c	Energy, moles and gas volume calc	1 / 4
b,c	Energy, moles and gas volume calc	6 / 4
le	Energy, moles and gas volume calc	0 / 4
ia	Energy, moles and gas volume calc	0 / 4
d	Energy, moles and gas volume calc	7 / 4
a,b	Energy, moles and gas volume calc	6 / 4
d,e	Energy, moles and gas volume calc	7 / 4
7	Analysis of data and graph work	1 / 7
8	History of structure of the atom	2 / 5
9	Electrolysis	3 / 8
10a	Definition activation energy	0 / 1
10b	Calc: reacting masses and limiting	1 / 4
10c	OILRIG ionic equaitons	4 / 4
11a	Energy profile diagrams	2 / 2
b, c	Hydrogen fuel cells	2 / 4
11f	Energy, moles and gas volume calc	0 / 4
21		0 / 0
22		0 / 0
23		0 / 0
24		0 / 0
25		0 / 0
Total:		54 / 87
<b>Skill</b>		
1	State	0 / 0
2	Describe	0 / 0
3	Explain	0 / 0
4	Analyse	0 / 0
5	Suggest	0 / 0
<b>Dirr Task Assigned</b>		
Please complete a mindmap on the properties of covalent bonds		

# Google Classroom




- Class Code: zk2g2ge
- An invite was sent via SMHW w/c 9<sup>th</sup> September
- Your son needs to join to access his home learning booklets

Year 11 Science

Stream Classwork People Grades

[+ Create](#)

All topics ▾




Year 11 PPE's

Due Oct 14

Year 11 Curriculum

⋮




Year 11 Curriculum

Edited Sep 8


Useful Resources/Material

⋮



Revision Techniques

Posted Sep 8



2024 Physics Equation sheets

Posted Apr 16

# Google Classroom






- Class Code: zk2g2ge
- On here are checklist for topics, links to useful websites, revision materials, and answers to frequently asked questions, past papers





Year 10 Science

Stream Classwork People Grades

### Useful Resources/Material

-  Useful Websites (we follow AQA) Posted Aug 31, 2023
-  GCSE Live! Revision Tips Posted Mar 11
-  Revision Techniques Posted Sep 8

### Biology Paper 1 Resources

-  Checklist: Separate Science Biology Edited Sep 27, 2023
-  Checklist: Combined Science/ Trilogy Biol... Edited Sep 27, 2023
-  Biology Workbooks Posted Oct 9, 2023
-  Biology Revision Mats Posted Oct 9, 2023



- Second and third week of October
- Will cover paper 1 content- chapters 1-4 for biology and physics, 1-5 for chemistry
- Google Classroom- there is a google classroom set up that has checklists and revision materials. Letter was sent to parents last year and a reminder sent after the last PPEs. If your son has not joined the google classroom please ask him to get his teacher to post the invite on Satchel One.
- PPE will be used to finalise your sons set and GCSE route- we will enter your son for the exam we believe he will perform the best in based on his academic results.



Combined Trilogy Route	Separate Science Route
Your Son will be taught in specialist lessons, ie he will have biology, chemistry and physics lessons	Your Son will be taught in specialist lessons, ie he will have biology, chemistry and physics lessons
Your son will sit 6 GCSE papers that are <b>1 hour 15 minutes</b> long each. 2x chemistry, 2x biology, 2 x physics	Your son will sit 6 GCSE papers that are <b>1 hour 45 minutes</b> long each. 2x chemistry, 2x biology, 2 x physics
Your son will receive 2 GCSEs in science, the double grade is an average of all 6 papers	Your son will receive 3 GCSEs one in each science, the grade is an average of the 2 papers sat per subject
Your son can do A-level sciences if he gets the entry criteria grades	Your son can do A-level sciences if he gets the entry criteria grades



# Tiers



For higher tier papers the highest grade is a grade 9, the lowest is a grade 4 after this is a U.

For foundation tier the highest grade is a 5 the lowest is 1, then a U.

Legacy GCSE science		Current GCSE science	
Foundation	Higher	Foundation	Higher
			9
	A*		8
	A		7
			6
		5	5
C	C	4	4
D	D	3	(3)
E	(E)	2	
F		1	
G			
U	U	U	U



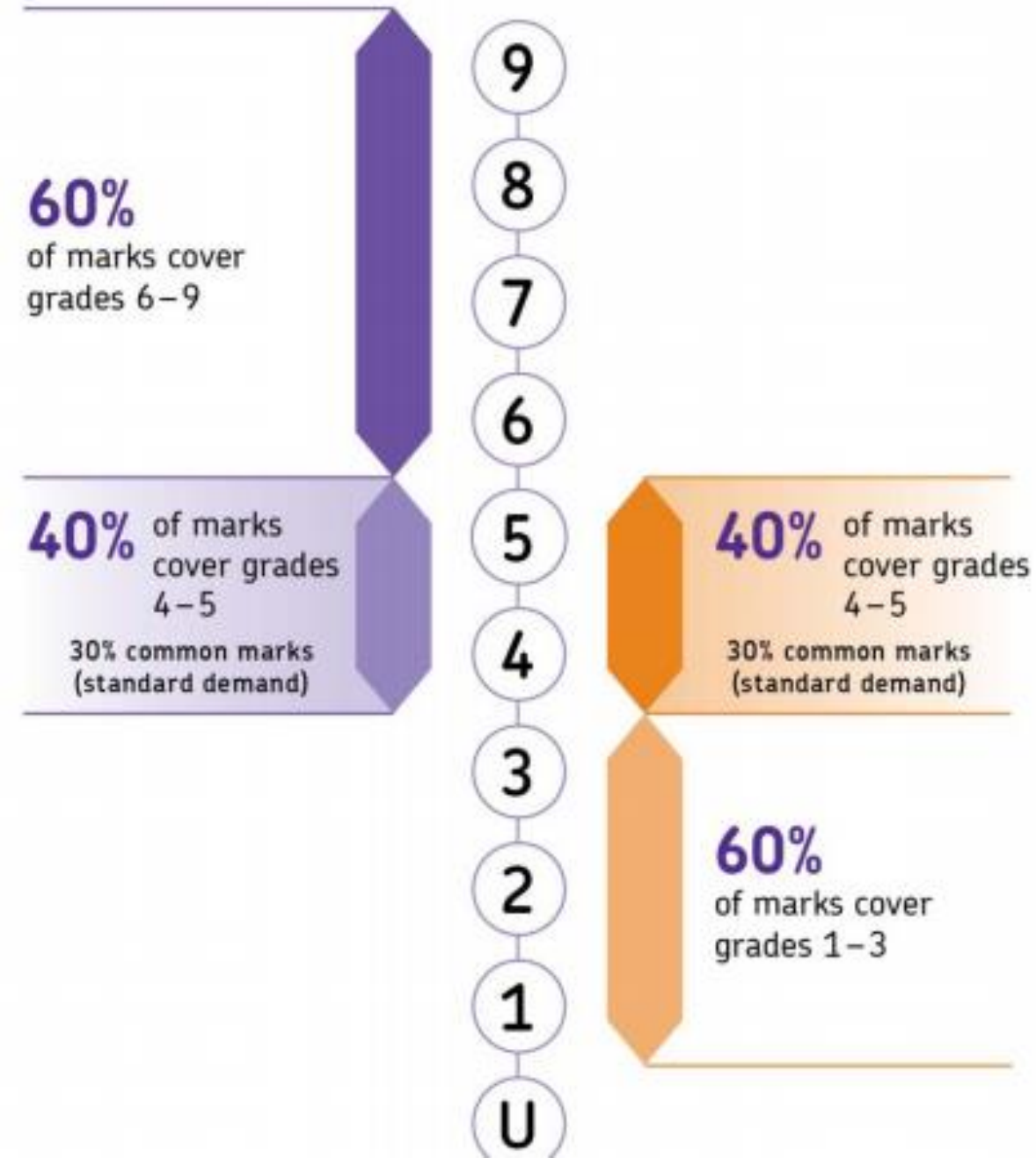
## HIGHER TIER

## FOUNDATION TIER

- Foundation papers are more accessible and for hard working students it is easier to get a grade 5 on them. More of the paper is made up of grade 1-3 questions.
- Higher tier papers are mostly grade 6-9 level questions, it is more difficult and if the grade 4 is not obtained a student will get a U.

Combined  
science grades  
are:

Higher Tier Grades	Foundation Tier Grades
9-9	5-5
9-8	5-4
8-8	4-4
8-7	4-3
7-7	3-3
7-6	3-2
6-6	2-2
6-5	2-1
5-5	1-1
5-4	U
4-4	
U	





# Additional Support

- **There will be a drop in session one lunch time a week per science**
- **The details will be shared with your son in his lessons and around the science building**
- **Your son is welcome to see his teacher for help at anytime**

GCSE expectations talk

# English

Mrs Ryder – Subject Leader of English

**Wednesday Lunchtime Targeted Intervention Room 102**

Mrs L. Crampton - Key St4 Co-ordinator for English

**Tuesday Lunchtime Drop-In Intervention Room 105**

[s.ryder@johnfisherschool.org](mailto:s.ryder@johnfisherschool.org)

[l.crampton@johnfisherschool.org](mailto:l.crampton@johnfisherschool.org)



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# GCSE English Literature - OCR



There is no tier of entry – grades 9 to U is the range of grades available for all students entered

<b>PAPER 1 – Exploring modern and literary heritage texts</b> 50% 2HR 80 MARKS (Closed texts)	<b>PAPER 2 – Exploring poetry and Shakespeare</b> 50% 2HR 80 MARKS (Closed texts)
<input type="checkbox"/> <b>Paper 1: Section A 25% 1h 15min</b> <b>TEXT:</b> An Inspector Calls by JB Priestley <b>Q1</b> Extract & Unseen Extract Comparison <b>AND</b> <b>Q2</b> Character or Theme Essay Question	<input type="checkbox"/> <b>Paper 2: Section A 25% 1 hr 15 mins</b> <b>TEXT:</b> Conflict Poetry Anthology (15 poems) <b>Q1</b> Poem & Unseen Poem Comparison <b>AND</b> <b>Q2</b> Single Poem Analysis Essay Question
<input type="checkbox"/> <b>Paper 1: Section B 25% 45min</b> <b>TEXT:</b> Jekyll & Hyde by R. L. Stevenson <b>Q1</b> Extract <u>Question</u> <b>OR</b> <b>Q2</b> Character or Theme Essay Question	<input type="checkbox"/> <b>Paper 2: Section B 25% 45 mins</b> <b>TEXT:</b> Macbeth by William Shakespeare <b>Q1</b> Extract <u>Question</u> <b>OR</b> <b>Q2</b> Character or Theme Essay Question



# GCSE English Language - AQA



There is no tier of entry – grades 9 to U is the range of grades available for all students entered

<b>PAPER 1 – 50% 1 hr 45 80 MARKS</b>	<b>PAPER 2 – 50% 1 hr 45 80 MARKS</b>
<p><input type="checkbox"/> <b>Paper 1: Section A 25% 1hr</b> <b>READING:</b> 1 x Unseen Reading Fiction <b>Q1</b> Retrieval Question (4 marks) <b>Q2</b> Structure Question (8 marks) <b>Q3</b> Language Analysis Question (8 marks) <b>Q4</b> Viewpoint Question (20 marks)</p>	<p><input type="checkbox"/> <b>Paper 2: Section A 25% 1hr</b> <b>READING:</b> 2x Unseen Reading Non-Fiction <b>Q1</b> True or False statements (4 marks) <b>Q2</b> Summary question (8 marks) <b>Q3</b> Language Analysis Question (12 marks) <b>Q4</b> Viewpoint Comparison Question (16 marks)</p>
<p><input type="checkbox"/> <b>Paper 1: Section B 25% 45 mins</b> <b>WRITING:</b> Fiction <b>Q5</b> Creative writing task</p>	<p><input type="checkbox"/> <b>Paper 2: Section B 25% 45 mins</b> <b>WRITING:</b> Non-Fiction <b>Q5</b> – Extended persuasive/argumentative writing task</p>



## Non-examination Assessment: Spoken Language

### What's assessed

(AO7-AO9)

- presenting
- responding to questions and feedback
- use of Standard English

### Assessed

- teacher set throughout course
- marked by teacher
- separate endorsement (0% weighting of GCSE)

Spoken Language Assessments take place in the Summer Term of Year 10.

These are graded as **Pass, Merit or Distinction**.

Completing this endorsement is a pre-requisite of the course.

Any student who has not yet completed their Spoken Language Endorsement will be informed of an appointment time this half term to complete it.

# English GCSE revision suggestions



## English Literature (OCR)

### Paper 1:

- |                    |  |
|--------------------|--|
| An Inspector Calls | <ul style="list-style-type: none"><li>➤ English class notes and text</li><li>➤ Revision World</li><li>➤ BBC bitesize</li><li>➤ CGP Revision Guides</li></ul> |
|--------------------|--|

Jekyll and Hyde	'As above'
-----------------	------------

### Paper 2:

- |                  |   |
|------------------|---|
| Poetry Anthology | <ul style="list-style-type: none"><li>➤ English class notes and text</li><li>➤ Revision World</li><li>➤ BBC bitesize</li><li>➤ Mr King poetry revision videos (youtube)</li></ul> |
|------------------|---|

Macbeth	'As above'
---------	------------

## English Language (AQA)

### Paper 1

Fiction text analysis & Creative writing

Revision materials available

- English class notes and texts
- CGP Revision books
- Mr Bruff videos
- BBC bitesize
- Revision World past papers
- Reading quality fiction – extracts, short stories etc

### Paper 2

Non-Fiction comparisons & Creative writing

- English class notes and texts
- CGP Revision books
- Mr Bruff videos
- BBC bitesize
- Revision World past papers
- Reading quality non-fiction e.g broadsheet newspapers



GCSE expectations talk

# Maths



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# Maths Dept

## Post Holders

Subject Leader

Mr D Stanton

KS4 Coordinator

Mrs Y Winkelman

## Class Teachers

Set 1 Mrs Y Winkelman

Set 5 Mr S Gamage

Set 2 Mr R Palmer

Set 6 Mrs T Kapoor

Set 3 Mr P Johnson

Set 7 Mr D Stanton

Set 4 Ms C McNeela

Set 8 Ms M Bibi



# External and Internal Examinations

## Summer 2024 Exam Info

Edexcel Linear Maths **Higher New GCSE 9 - 1** scheme

Sets 1 to 5 students are studying the HIGHER Tier

*(Set 1 cover the AQA Further Maths Level 2 Certificate)*

Sets 6 to 8 students are studying the FOUNDATION Tier

Tier of entry is solely decided by the Maths department, based on student's data, to optimise individual student outcomes.

The final examinations are three (equally weighted 80 mark) papers of length 1hr 30 mins.

Paper 1 Non-Calculator

Paper 2 Calculator

Paper 3 Calculator

**Students will not be provided with common formulae and must know these and how to apply them. However, some more unusual formulae e.g. Volumes of Spheres will be embedded in questions.**

## PPE 1 Exam Info

2 Full Exam board standard papers of length 1hr 30mins

Paper 1 Non-Calculator

Paper 2 Calculator

## **Grade boundaries**

Set in line with exam board trends.

## **Content**

All possible content may be examined.

### ***Rationale***

All sets are at a different stage (Set 1 will have completed the course).

Students required to focus on what they do know and how to demonstrate this.



Higher Tier	Foundation Tier
<p><b>Topics to be covered in Term 1:</b></p> <ul style="list-style-type: none"><li>• Probability</li><li>• Circle theorems</li><li>• Variance</li><li>• Further trigonometry including graphs and exact surd solutions</li><li>• Rates of change, gradient and graphical interpretation</li><li>• Fractional algebra and equations</li></ul> <p><b>Topics to be covered in Term 2:</b></p> <ul style="list-style-type: none"><li>• Functions, their transformations and inverses.</li><li>• Vectors including proofs</li><li>• Iterations</li><li>• Numerical proofs and reasoning</li><li>• Algebraic proofs and reasoning</li><li>• Recap and Revision</li></ul>	<p><b>Topics to be covered in Term 1:</b></p> <ul style="list-style-type: none"><li>• Further algebraic manipulation</li><li>• Solving Equations and Inequalities</li><li>• Trigonometry</li><li>• Simultaneous Equations</li><li>• Recap of Percentages</li><li>• Statistical measures</li></ul> <p><b>Topics to be covered in Term 2:</b></p> <ul style="list-style-type: none"><li>• Problem solving techniques</li><li>• Recap and Revision</li></ul>
<p>Students should expect exam papers to be set on a weekly basis as part of an ongoing revision programme.</p>	

# Maths Revision



## How to revise for Maths?

The best way to revise Maths is to practise questions.

Exam papers should be utilised, marked accurately and with a sense of integrity.

Time limiting papers (or sections of a paper) are useful strategies to recreate external exam pressures

## How will the Maths department support?

- Drop-in Maths clinics, where students can bring problems and get assistance from a teacher.
- Invite Extension lunch sessions.
- Targeted Intervention (post PPE I)

## Useful websites

There is a wealth of resources to support the Edexcel course, find a website that works for you some good ones are:

- Maths genie
- Physics and Maths tutor
- Save my exams
- Corbett Maths
- OnMaths



## General

- Use the subject experts i.e. your teachers, when you encounter areas of misconceptions.
- Have a tidy, organised and quiet work area.
- Ensure timed practise is included in a revision schedule
- Utilise all your time effectively e.g. flash cards whilst waiting at the bus stop

## Maths specific

- Ensure you have all of the correct equipment for lessons, including a calculator.
- Check work rigorously and always aim to show full solutions and working.
- Use your QLA's to identify on going areas for improvement.
- Be resilient and always try to write the “maths of the situation” by breaking a question into smaller parts.
- Recognise you may not be able to access all questions on a paper.
- Always start with questions that you are confident with and “build your own success”.

GCSE expectations talk

# Religious Studies



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# Year 11 RE Teachers

**Mr S Issaka**

**Mr G Amankwah**

**Mrs N Naidoo**

**Mr R Lawton**

Mr T Keh

**Mr T Denault**





## AQA Religious Studies B

# Course Breakdown



## Paper 1

### Catholic Christianity

Beliefs and Practices (1 Hour 45 Mins) 4 questions (1-5)

## Paper 2

Part 1 Judaism (Beliefs and practices) 2 questions

Part 2 Themes (Theme A, Religion, Relationships and Families) and Theme B (Religion, Peace and Conflict).



**PPE 1 – Catholic Christianity (Paper 1) – Tailored revision material on Show My Homework and Google Classroom**

**PPE 2: Judaism and Themes**



## AQA Religious Studies B

# The Course



	Term 1	Term 2	Term 3
Year 10	<p>1 Catholic Christianity: Creation: Students explore the Catholic understanding of creation, particularly the notions of God as creator, humanity as the image of God</p> <p>2 Catholic Christianity AQA Religious Studies B: Incarnation: Students explore the Catholic understanding of incarnation as the revelation of God in the image of humanity.</p>	<p>Catholic Christianity: The Triune God Students consider Catholic understanding of the glory of God and the mystery of the Trinity</p> <p>Redemption 4 Students explore the Paschal mystery of salvation as it is understood in Catholic theology and as it is celebrated and realised in Catholic worship,</p>	<p>5 Catholic Christianity Church and the Kingdom of God Students explore the nature of the Church and its mission to bring about the Kingdom of God as expressed in the Lord's Prayer.</p> <p>6 Catholic Christianity Eschatology: Christian life, death and eternity Students consider what Catholics believe about life after death and the implications of these beliefs for how Catholics live their lives today.</p>
Year 11	<p>Theme A: Religion, Relationships and the human condition - love and sexuality: communion and complementarity</p> <p>Theme B: Religion, peace and conflict: Christian perspectives on human violence, justice, forgiveness and reconciliation.</p> <p>Judaism: Beliefs and Practices Recap</p>	<p>Revision: All content:</p> <p>Exam Practice</p> <p>AQA Paper 1 (Walking talking Mock</p> <p>AQA Paper 2 Walking talking mock</p>	<p>More revision and exams</p> <p>Go through every single past that exists Expire past papers in other exams boards</p>

# How to improve



- Listen intently in lessons
- Know the content
- Learn how to answer questions
- Ask questions
- Debate with your mates and family
- Get your family to quiz you
- Attend intervention sessions
- Learn how to argue from two different points of view
- Complete all homework
- Make flashcards
- Attempt past questions and use mark schemes; questions are often repeated.

# GCSE Religious Studies Literacy Mat: Paper 1



(1) WHAT IS...  
1 marks

Multiple  
choice  
questions,  
specialist  
vocabulary

(2) Give two reasons (2  
marks)

Write two reasons;  
there is no need to  
explain.

Give two reasons why  
creation is important.

(3) EXPLAIN... 4 marks

Explain two reasons why \_\_\_\_\_  
Write down two points and  
explain them.  
Think PE (Point and evidence)

4 Explain and include a source of  
authority, i.e. Bible/Jesus or  
Catechism

Explain two reasons why \_\_\_\_\_  
add a source of authority  
Think PEE (Point explanation and  
evidence)

(5) Evaluate 12 marks (1-3  
SPaG)

You must include at least two  
different views. One must be  
religious; one must be non-religious.

Some people, such as..., might agree  
because...

Evidence for this is... (e.g. from the  
Bible/Church/Person). This means  
that...

This is important because... It might  
encourage them to...

This is a solid/valid/  
reasonable/weak argument  
because...

Repeat this structure for a second  
reason.

However, some people, such as...,  
might disagree because...

Evidence for this is... (e.g. from the  
Bible/Church/Person). This means  
that...

This is important because... It might  
encourage them to...

This is a solid/valid/  
reasonable/weak argument  
because...

Repeat this structure for a second  
reason.

To finish you may give your opinion  
with new reasons.

## SPaG - especially in di

- Spellings, especially of keywords
- Punctuation
- Capital letters for names and start of sentences
- Full stops at end of sentences
- Paragraphs
- Keywords
- No abbreviations

TIP: read over your work  
once you have finished!

Catholic Christianity  
Creation ex nihilo,  
evolution, imago Dei,  
inspiration,  
omnipotence,  
revelation,  
stewardship,  
transcendence

## Good and Evil

Conscience, evil,  
free-will, goodness,  
incarnation,  
Natural Law,  
privation, suffering

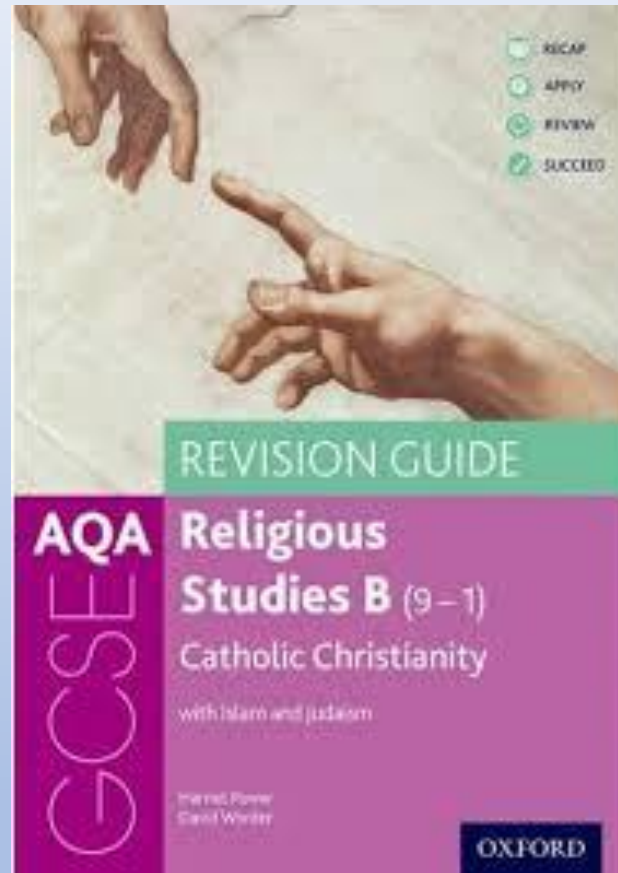
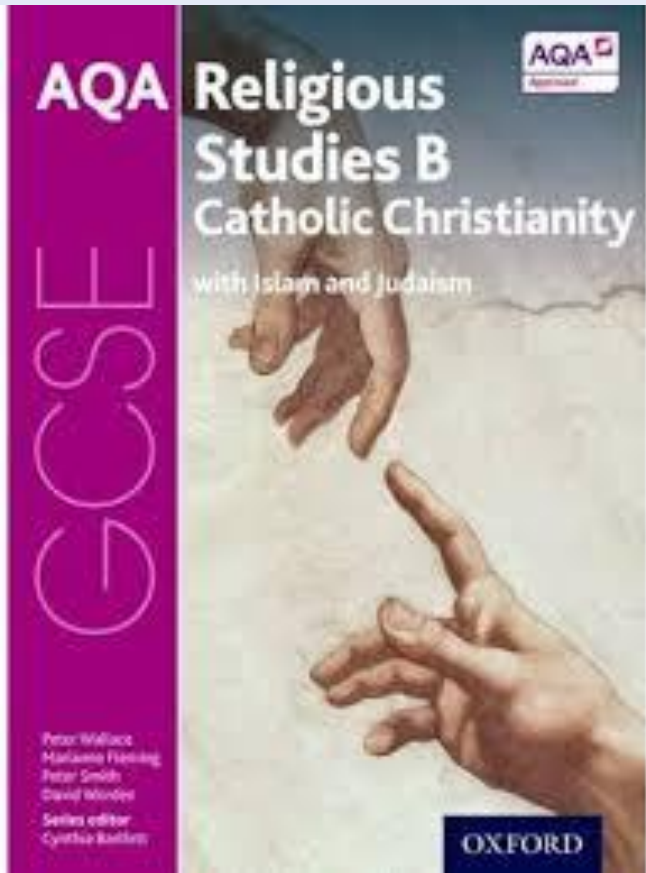
## Judaism

Covenant, Kosher,  
Messiah, Mitzvot,  
Pikuach Nefesh,  
Shabbat, Shekinah,  
Shema, Synagogue,  
Ten Commandments,  
Torah

# Resources



## Textbooks and other Resources



Mr Mcmillan Revis  
BBC Bitesize  
Seneca  
Revisely  
Quizlet

# Key words are Vital



- Every question contains a key word.
- In the Judaism paper the Key words are all Hebrew words.
- If you do not know the key words you will not be able to answer any of the questions.



# Applications For JFS Sixth Form For Sept 2025 Start



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# The John Fisher School Sixth Form

*Romans 2:6 God will “repay each person according to what they have done.”*



## OCT

Applications open to all students on the first Monday after the half-term break

## DEC

Deadline for applications is the first Friday of December for all students

## MAR

Provisional offer letters sent to all students

## AUG

Enrolment begins on GCSE Results Day.

## NOV

Open Evening for all prospective students (exact date to be confirmed on website)

## FEB

Interviews take place with external students – no internal interviews due to JFS priority

## JUN

The first Friday in June is the final date for any changes to applications

## SEP

Year 12 Induction Day (exact date to be confirmed on enrolment days) to complete the application process and secure their place.



# The John Fisher School Sixth Form

*Romans 2:6 God will “repay each person according to what they have done.”*



## **Summary:**

- GCSE Results Collection takes place in the Sixth Form Common Room (downstairs)
- Sixth Form Enrolment to take place in the Sixth Form Study Area (upstairs)
- Students eligible for “A pathway” to be directed to fast-track enrolment lane
- All other students to be processed on first-come-first-served basis in their allotted time
- Full details of entry criteria can be found in the online prospectus
- Students wishing to make changes to their application, must check the Sixth Form prospectus first before enrolling
- Please note that the process can close at any time if capacity is reached

## **Order of Processing**

All applicants will fall into one of the four pathways below. Each pathway is processed in turn. Students of a pathway must ensure they arrive at their stated time, otherwise they will be processed with the subsequent students. Once capacity is reached, the enrolment process will be stopped. This could take place at any time. The processing order and times are as follows:

### **A. GCSE Results Day 8.30am - 10.30am**

*This is for JFS Y11 students who applied before December deadline and received an offer letter*

### **B. GCSE Results Day 10.30am – midday**

*External students with a formal offer letter*

### **C. GCSE Results Day midday – 2pm**

*External walk-in students from ‘partner schools’*

### **D. By Appointment After GCSE Results Day**

*All other students (including A-C students who were not able to attend on GCSE Results Day)*

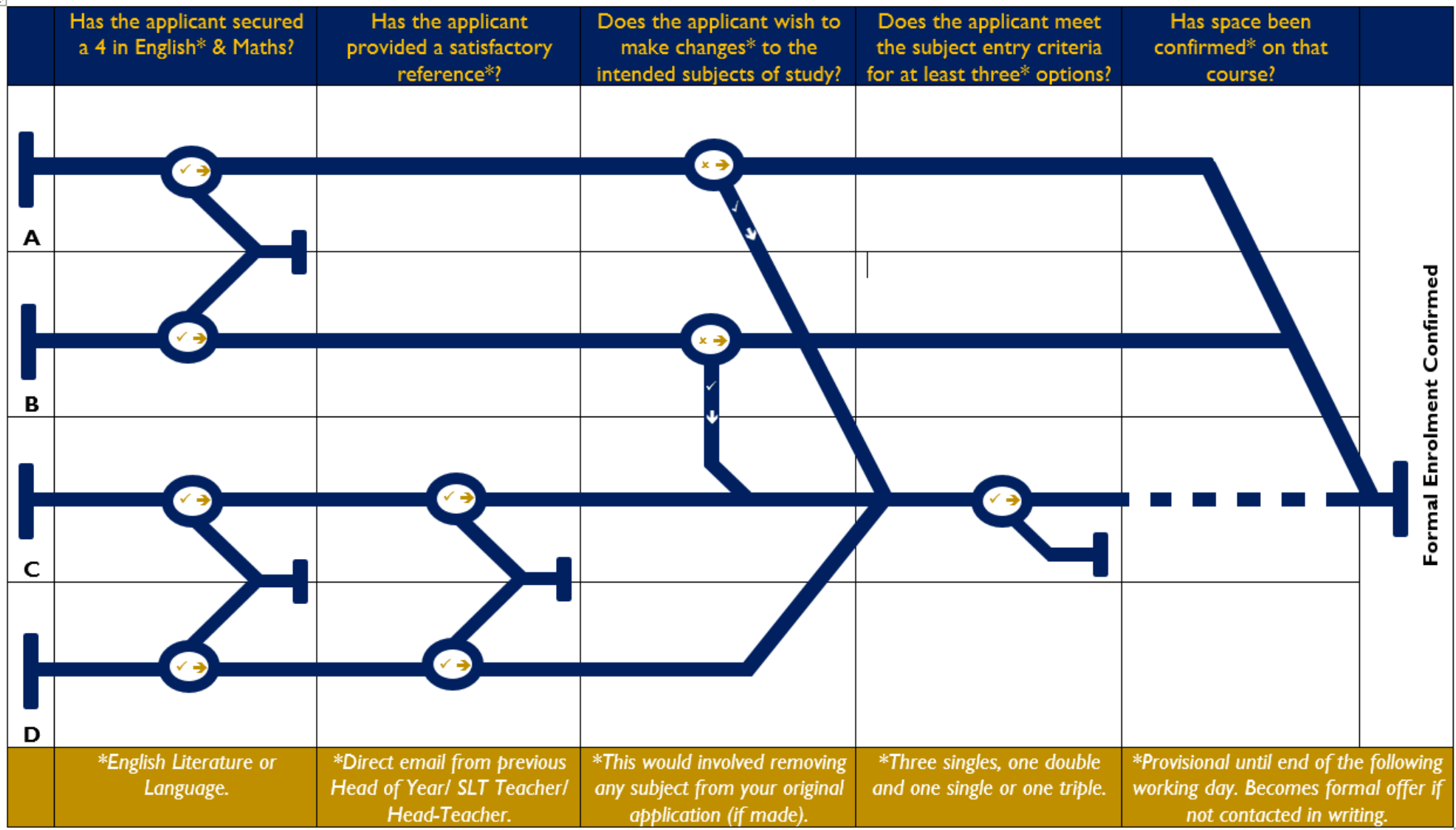


# The John Fisher School Sixth Form

Romans 2:6 God will “repay each person according to what they have done.”



## Enrolment Pathways:





# The John Fisher School Sixth Form

*Romans 2:6 God will “repay each person according to what they have done.”*



## **Clarification for Applicants Whom...**

### **Wish to make Changes to their Original Application:**

Any student who makes changes to their original application will be offered a provisional place at the John Fisher School Sixth Form. This means that their place will not be confirmed until the end of the next working day (after they have enrolled). This is to ensure that there is space for the student on the course they have changed to, after we have honoured the spaces of all original applicants. Should there be an issue, the student will be contacted in writing. If the student does not hear from the John Fisher School before the end of the next working day, their provisional offer automatically becomes a formal offer of enrolment.

### **Wish to Enrol Without a Confirmed Reference:**

Any place at the John Fisher School Sixth Form is dependent upon the receipt of a satisfactory reference from your previous school. This must be sent directly to the Director of Sixth Form and should be written by your previous Head of Year, Head-Teacher or a member of your school's Senior Leadership Team. Your enrolment will not be confirmed until this has been received. References given by applicants and/or parents will not be accepted.

### **Are not Able to Attend in Person on GCSE Results Day:**

Virtual enrolment and/or enrolment by proxy is not possible. All students must be there in person to secure their place. Please be mindful of this when booking holidays. If a student cannot make their time slot, their only option for enrolment will be pathway D. This will require an appointment which will need to be booked directly with Mr D Jackson. Please email [d.jackson@johnfisherschool.org](mailto:d.jackson@johnfisherschool.org) to do so.

### **Failed to Secure a 4 in Maths and English but Plan to Appeal:**

Students who fail to secure at least a Grade 4 in Maths and English but believe they may do so upon a successful appeal, will be able to provisionally enrol on the assumption the appeal will be successful. Their offer will, however, be withdrawn if the appeal returns unsuccessful. It is advised that such students continue to make other arrangements/applications for September. These students will not be able to start their induction until a formal outcome is received from the exam board and shared with the Sixth Form Admissions Team. The cost of any appeal will need to be covered by the applicant.

### **Failed to Secure the required Grade for a Chosen Subject but Plan to Appeal:**

Please refer to the above answer. The difference in this situation, however, is that students will still be able to enrol in the Sixth Form (assuming they have a 4 in Maths and English), but would need to opt for another subject. Such students will be enrolled on the assumption of an unsuccessful appeal, but will be given first reserve status on joining the subject in question following the outcome of their appeal. In the event of an unsuccessful appeal, these students would be treated the same as the students in the next scenario.

### **Failed to Secure the required Grade for a Chosen Subject by One Grade but do not Plan to Appeal**

Meeting the criteria stated in the prospectus is the only automatic entry onto any course. For those who narrowly miss out (by a single grade) there may be flexibility if there is space on the course after all places are filled with those who have met the entry criteria. This cannot be arranged until after enrolment, and may not occur until the end of September. Therefore, students will only be enrolled into the Sixth Form for a minimum of three courses for which they have met the entry criteria. This would not include the subject in question. Once enrolment is completed, subjects with availability will offer the remaining places to those students who narrowly missed out in order of average point score (this would be the sum of all the students' GCSE grades, divided by the total number of GCSEs taken). Those with the highest average would be offered the remaining places.

# Safeguarding



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# ***You are not alone and there is support if you need it!***



- ✓ Your Tutor
- ✓ Your Director of Learning
- ✓ [wellbeingsupport@johnfishersschool.org](mailto:wellbeingsupport@johnfishersschool.org)



TALK & LISTEN,  
BE THERE,  
FEEL CONNECTED



DO WHAT YOU CAN,  
ENJOY WHAT YOU DO,  
MOVE YOUR MOOD



REMEMBER  
THE SIMPLE  
THINGS THAT  
GIVE YOU JOY



EMBRACE NEW  
EXPERIENCES,  
SEE OPPORTUNITIES,  
SURPRISE YOURSELF



Your time,  
your words,  
your presence



# Safeguarding at the John Fisher School



- The John Fisher School is committed to safeguarding and promoting the welfare of all students and staff. We expect all students and staff to share this commitment.

## Our Designated Safeguarding and Prevent Leads are:



**Mr D Mawer**  
Designated Safeguarding  
Lead, Assistant Head teacher



**Mrs A Highfield**  
Deputy Designated  
Safeguarding Lead  
Inclusion Coordinator



**Miss S. Carquez**  
Deputy Designated  
Safeguarding Lead



**Mr D Fell**  
Assistant Designated  
Safeguarding Lead  
Director of Learning Yr7



**Mrs C Butcher**  
Assistant Designated  
Safeguarding Lead  
Director of Learning Yr. 8



**Mr R Briggs**  
Assistant Designated  
Safeguarding Lead  
Director of Learning Yr. 9



**Miss S Sayers**  
Assistant Designated  
Safeguarding Lead  
Director of Learning Yr. 10



**Mr K Tomlinson**  
Assistant Designated  
Safeguarding Lead  
Director of Learning Yr. 11



**Mr D Jackson**  
Assistant Designated  
Safeguarding Lead  
Director of Sixth Form

**If a Student** has a concern about any risk of harm or abuse, or is worried about his own safety, mental health, extremism etc, please speak to one of the safeguarding team or your form tutor.

**If a member of staff** is concerned that a student has been harmed, is at risk of harm or makes a disclosure, please speak to one of the safeguarding team as soon as possible and log on My Concern.

The nominated **Safeguarding Governor** Mrs P Cook who can be contacted on:  
[Safeguardinggovernor@johnfisherschool.org](mailto:Safeguardinggovernor@johnfisherschool.org)





Concerns and queries regarding  
students with SEN can be referred to  
Mrs Hall

[k.hall@johnfisherschool.org](mailto:k.hall@johnfisherschool.org)

# Thank you!

Further questions can be directed to  
[johnfisherschool@johnfisherschool.org](mailto:johnfisherschool@johnfisherschool.org)



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