Year 11 Information Evening

Thursday 24th September 2026

THE JOHN FISHER SCHOOL

"Nurturing young Catholic gentlemen.
Aspiring for Academic, Cultural & Sporting Excellence."

Speakers this evening

Mr Briggs (Head of Year 11)

Mr Smith (Head of RE)

Mrs Ryder (Head of English)

Mrs Winkelman (Head of KS4 Maths)

Mr Bennett (Deputy Head Teacher and Science)

Mrs Lovelock (Deputy Head Teacher)

Dates for the diary

- PPE1 (w/c 11 November).
- IM data drop (December).
- Parents'/Carers' Evening (14th January 2027)
- PPE2 (22 Feb.)
- GCSEs (May 2027 start)

Year 11 – Tutor Information



Form Tutors:

11ENG1- Mrs Ryder (English)
11EN2 - Mrs Crampton (English)
11MA1 - Mr Stanton (Maths)
11SGA- Mr Gamage (Maths)
11MA2- Mrs Winkelman (Maths)
11RE - Mrs Naidoo (RE)
11GP3 – Mr Hassan (Sci)
11GP4 –Mr Sakhabuth
Mr Thistle - Cover

Monday	Tuesday	Wednesday	Thursday	Friday
Exam and Revision support	Core Intervention	Morning Prayer (Week 1)	Core Intervention	Year Assembly (Week 1)

Tutor time Booster sessions

- Tutors are core subject teachers (English, Maths, Science and RE) and students have been placed into one of these according to Y10 PPE data.
- This has been done to optimise progress.
- Subject specific interventions will be taking place every Monday, Tuesday and Thursday morning in tutor time. This will begin before the half term break.
- Tutors are completing exam and revision skills lessons and booklets, and are still pastoral support/first point of contact for students and parents.
- These tutor groups will change after the first assessments are made. Again this will be based on where it is believed the student needs more support.

What will the booster sessions look like?

Retrieval tasks

Worksheets

Past papers

Problem solving

Targeted areas for improvement

Study Leave for GCSE's 2027

- We will not confirm a date due to the potential issues this may cause.
- An email will be sent out closer to the time giving a 2 week window for the study leave to begin.

Uniform

School shoes

- No trainers; should be able to polish





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

Equipment

- Students should be well equipped and ready to learn. This means bringing in pens and pencils, subject specific equipment and required books.
- This is especially important for students this year with regards to exams. Last year we had multiple students in exams without the correct and basic equipment.

Equipment Map

White Board
Planner
Reading Book













Detentions system

Same day detentions as per last year.

2 demerits- 20 minutes

3 demerits- 40 minutes

4 demerits or a subject removal- 60 minutes (missed 60 mins will be escalated to BSR)

If a student misses a 20 minute it will no longer be escalated to a 40, the detention will go straight to an hour.

- On-call removals- BSR (3 hours minimum)
- Late to lessons will also be added up and time served back at the end of the day in detention.
- Late to school detentions
- Friday 2-hour detentions for persistent lateness

Behaviour and Attendance Thresholds

Behaviour Points – daily and weekly	Sanctions
2 Demerits in a day	20 minute centralised detention
3 Demerits in a day	40 minute Centralised detention
4 Demerits a day	1 hour Centralised detention
6+ a day	Removal from circulation – Internal suspension next day

How We Measure Behavioural Choices:

Level 1 (1BP)	Level 2 (2BP)	Level 3 (3BP)
Classwork	Loss of Learning	Subject Removal
Equipment /Organisation	Disrespect	Defiance
Uniform	Late to Class	Physical Contact
Missed Detention	Unkind	Truancy
	Failed report	Referral (Oncall)

Level 1 - Effecting your own learning

Level 2 - Effecting the learning and the wellbeing of others

Level 3 - Effecting staff or the ethos of the school

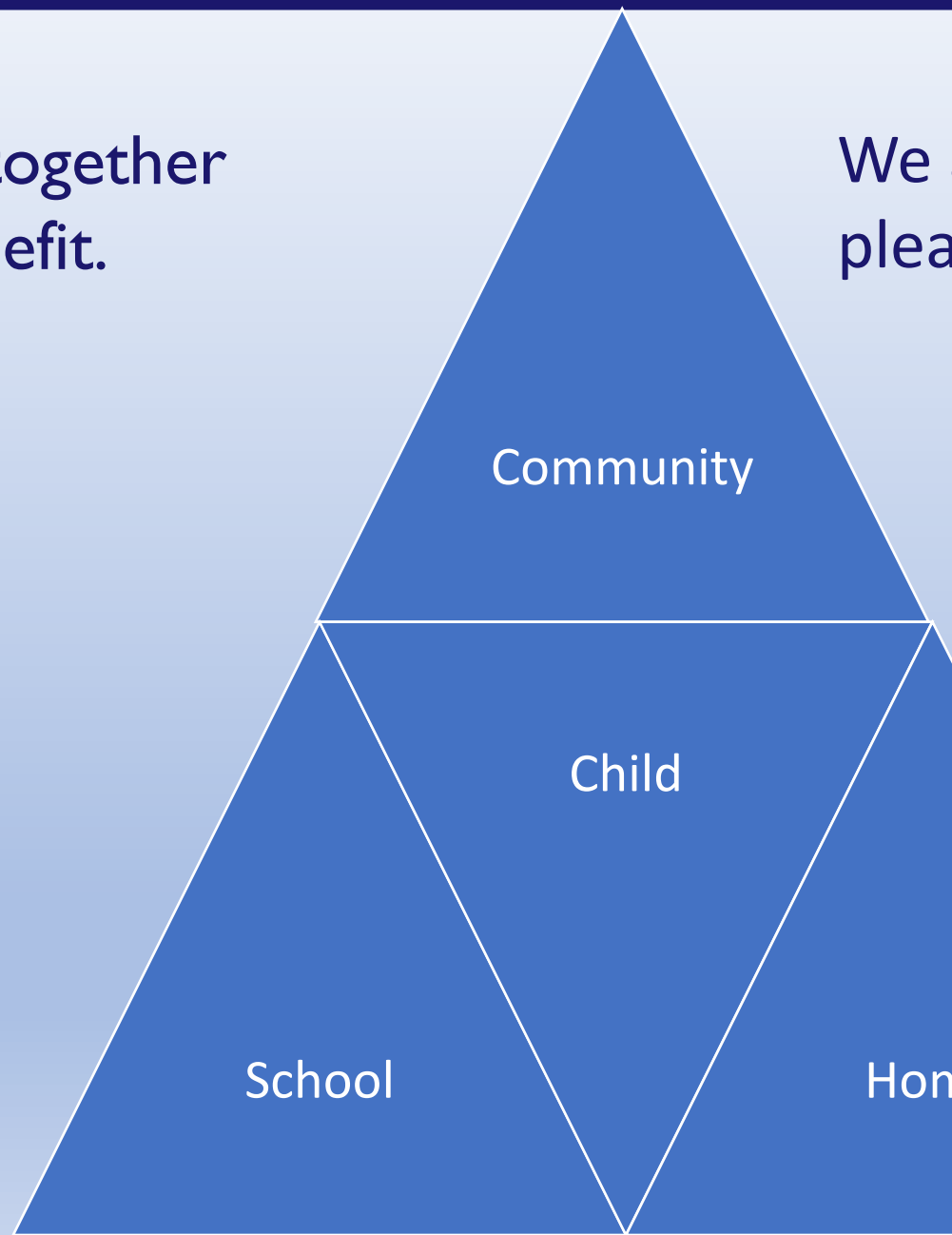
Behaviour Point Threshold

Behaviour Points Thresholds	
Stage 1 Form Tutor	**Actions and possible sanctions**
10 Behaviour Point	Form Tutor phone call
20 Behaviour Point Investigation	Form Tutor phone call and form tutor report (1 week)
30 Behaviour Point Investigation	Parental meeting with Form Tutor Form Tutor report (2 weeks) Form Tutor investigation follow up letter
Stage 2 Head of Year	**Actions and possible sanctions***
50 Behaviour Point Investigation	Parental meeting with DOL DOL report (2 weeks) Referral to Inclusion team for additional support DOL investigation follow up letter Refer for behaviour panel meeting

Home school partnership

When we work together your son will benefit.

We are not beyond reproach but please challenge appropriately.



Wellbeing support

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Wellbeing Support

Your first point of contact should always be the form tutor. They know your son best and will know who to contact to ensure the right support is put in place.

Your son should feel able to talk to any responsible adult they trust about anything. We tell them this and we ask that you do to.

safeguarding@johnfisherschool.org



Mr D Mawer
Designated Safeguarding Lead
Assistant Head teacher



Miss Lala
Assistant Designated Safeguarding Lead
Safeguarding & Inclusion



Mrs Lovelock
Assistant Designated Safeguarding Lead
Deputy Head



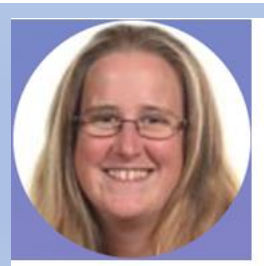
Mr J. Dawkins
Assistant Designated Safeguarding Lead
Head of Year 7



Mr K. Tomlinson
Assistant Designated Safeguarding Lead
Head of Year 8



Mrs S.Sayers
Assistant Designated Safeguarding Lead
Head of Year 9



Mrs C. Butcher
Assistant Designated Safeguarding Lead
Head of Year 10



Mr R. Briggs
Assistant Designated Safeguarding Lead
Head of Year 11

Mental Health

- We are part of the Sutton schools Mental Health Cluster, sharing best practice.
- We have staff trained Mental Health First aiders (pink lanyards).
- Mental Health wellbeing practitioner on site two days a week.
- Range of intervention and support for students; last year these included sleep and anxiety, revision and managing exam stress
- Parental workshops throughout the year, advertised in the Headteacher's newsletter.
- Contact with any concerns on wellbeingsupport@johnfishersupport.org
- Inclusion officer is Ms Lala

Bromcom

- Student have been set up with bromcom log ins during tutor time.
- Please sign up to MCAS (My child at school) which has been sent to you.
- It very important you know what your son is up to from day to day.

Working together to improve school attendance

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School Attendance - The Law

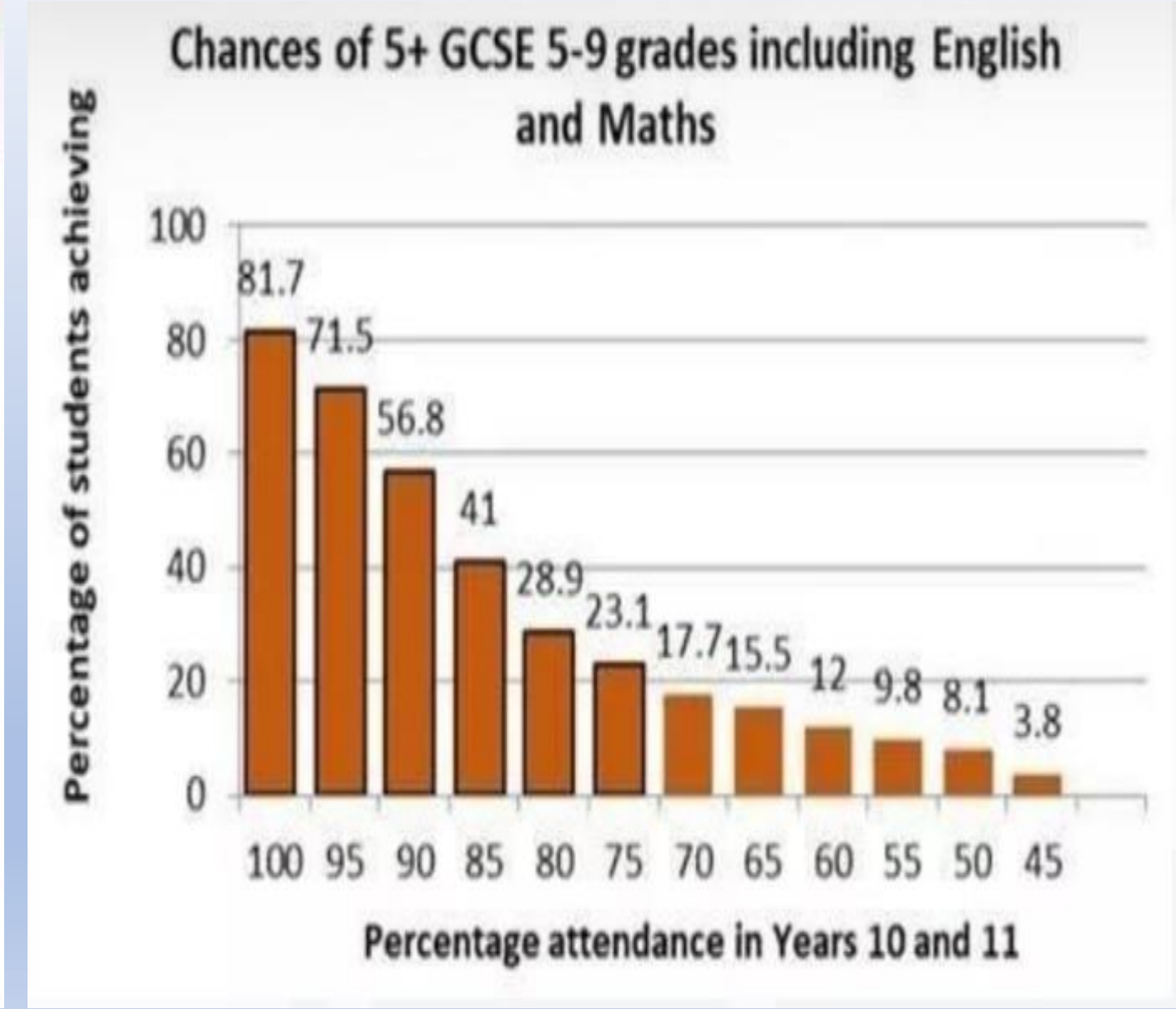
- The law entitles **every child of compulsory school age to an efficient, full-time education** suitable to their age, aptitude, and any special educational need they may have. It is the **legal responsibility of every parent/carer** to make sure their child receives that education by attendance at 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.



Impact of absences

Attendance	Effect on Results (per GCSE or equivalent)
96 – 100%	+1.4
92 – 95.9%	-0.7
90 – 91.9%	-1.5
85 – 89.9%	-1.9
80 – 84.9%	-2.7
0 – 79.9%	-3.3



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 Maynard) 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

Persistent Lateness to school

Morning registration will take place at the start of the school day at 8.45am. The registers will remain open for 20 minutes. 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, but before registers close, will be recorded as *late*. Any student who incurs:

- 2 late marks across a five day period will attend a 40 minute after school detention, and 3 late marks will attend a 60 minute after school detention.
- 3 or more late marks across a five day period will attend a 'Friday detention' on Friday for 2 hours.

6th Form at John Fisher School

Applications For JFS Sixth Form For Sept 2027 Start, Friday 4th December – Done via google document.

Entry requirements

- There will be grade requirements for initial entry as well as subject specific grade requirements. This will be confirmed by Mr Teague and Mr Dowle (Head of 6th form) in the coming weeks.

- Any further questions regarding 6th form please contact **l.dowle@johnfisherschool.org**

Science 2026-27

Mr Bennett (Deputy Headteacher and Science teacher)

Key

Yellow: Separate Science classes, mixed ability

Green: Higher Tier Combined Science Classes, mixed ability

Blue: Foundation Tier Combined Science Classes, mixed ability

X Band Classes/Sets	Y Band Classes/Sets
Tx	Hy
Ty	Fx
Tz	Fy
Hx	

Teaching Staff

- Biology Specialists:
  - Ms Mozammel (SL for Biology)
  - Mr Bennett (Dept Head)
  - Mrs Thaker
  - Ms Bryant
- Chemistry Specialists:
  - Mrs Woolcock (SL for Science)
  - Mr Hall (SL for Chemistry)
  - Miss Green
  - Ms Bryant
- Physics Specialists:
  - Dr Ekanayake
  - Ms Bryant
  - Mr Hassan

KS4 Science

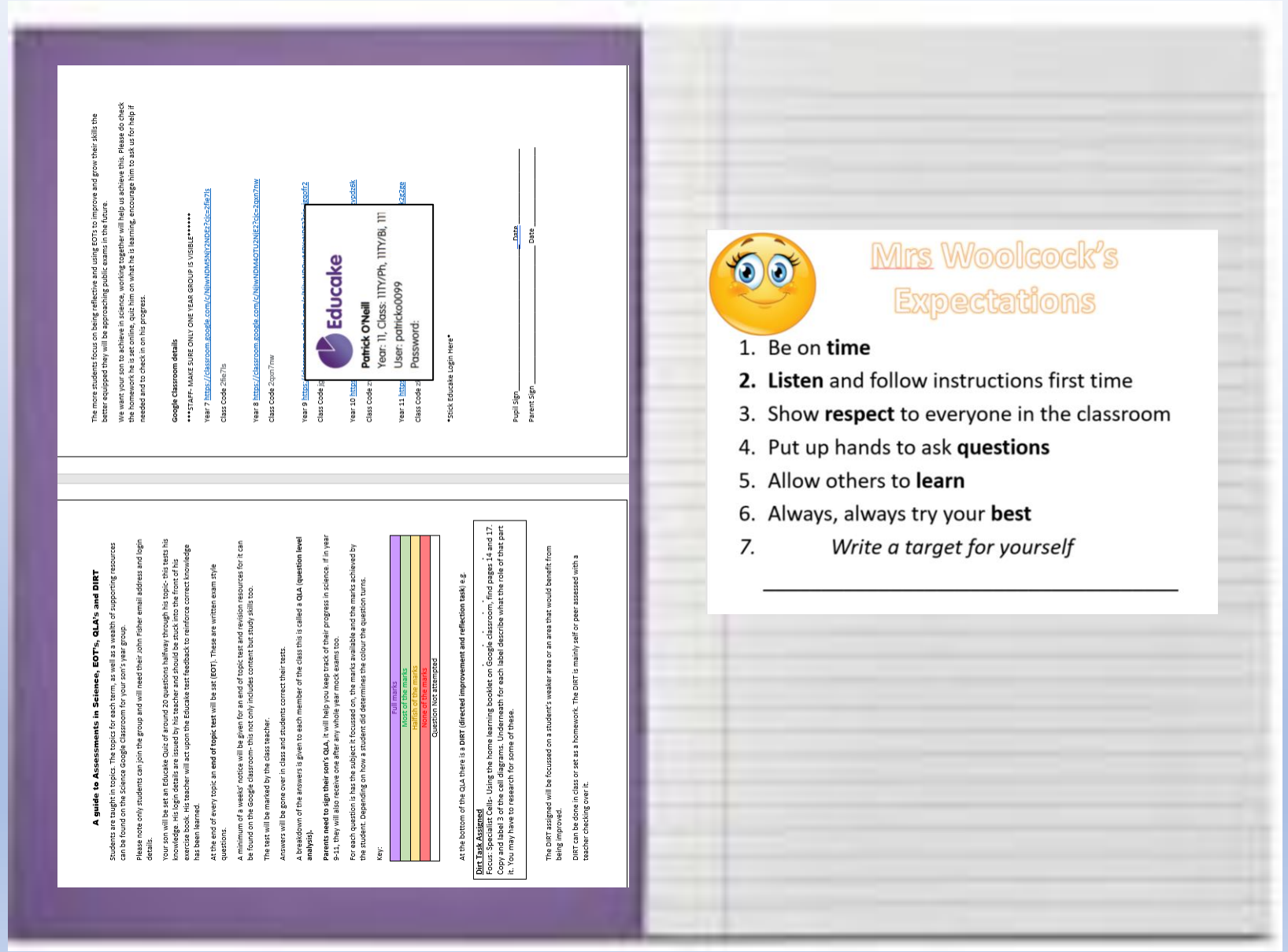
Scheme of Work:

- 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.
- Details of the Google Classroom were shared in a letter to parents prior to the 6 week break.
- Students have the class code in the front of their exercise books.

  - Revision Guides: I recommend CGP, they have a vast array of supporting materials www.worldofbooks.com have second hand versions which are cheaper!
  - We are going to be sending letters to parents this term with details how to buy CGP revision resources through school.

Login Details for Science Resources

- Login details for Google Classroom and Educake can be found at the front of your son's exercise book.



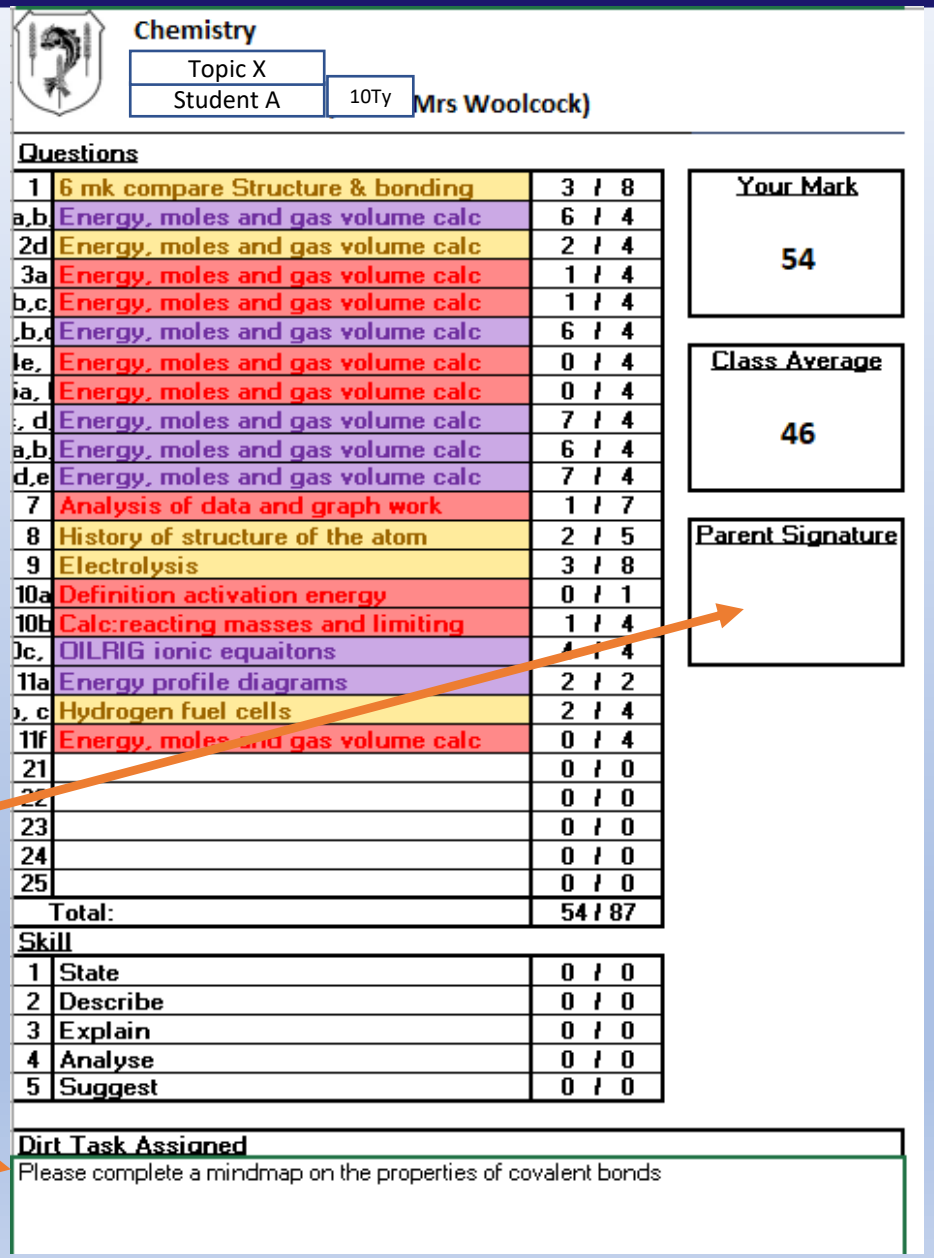
KS4 Science

Specifications:

- AQA Combined Science Trilogy (formally known as dual award) at foundation and higher tier
- AQA Separate Sciences (formally known as triple science)
  - ***Sets Tx, Ty and Tz are currently covering higher tier separate science***
  - ***Sets Hx, and Hy are currently covering higher tier combined science***
  - ***Sets Fx and Fy are currently covering foundation tier combined science***
- Your son has sat his introduction into Y11 assessment this or last week. It was on Paper 1 content. Feedback will be provided that he can use to start to focus his revision for the PPE in November.
- The final exam entry decision will be made after the first PPE in November. We May then make some small alterations to exam entries after the second PPE in February.
- Your son's set/exam entry can be changed based on his academic performance throughout the year within his band.

Each Exam

- For each topic your son will be given a checklist and will have assessment/PPE on content taught.
- 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)

Questions

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
ba,	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
)c,	OILRIG ionic equaitons	4 / 4
11a	Energy profile diagrams	2 / 2
), 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

Your Mark: 54

Class Average: 46

Parent Signature

Skill

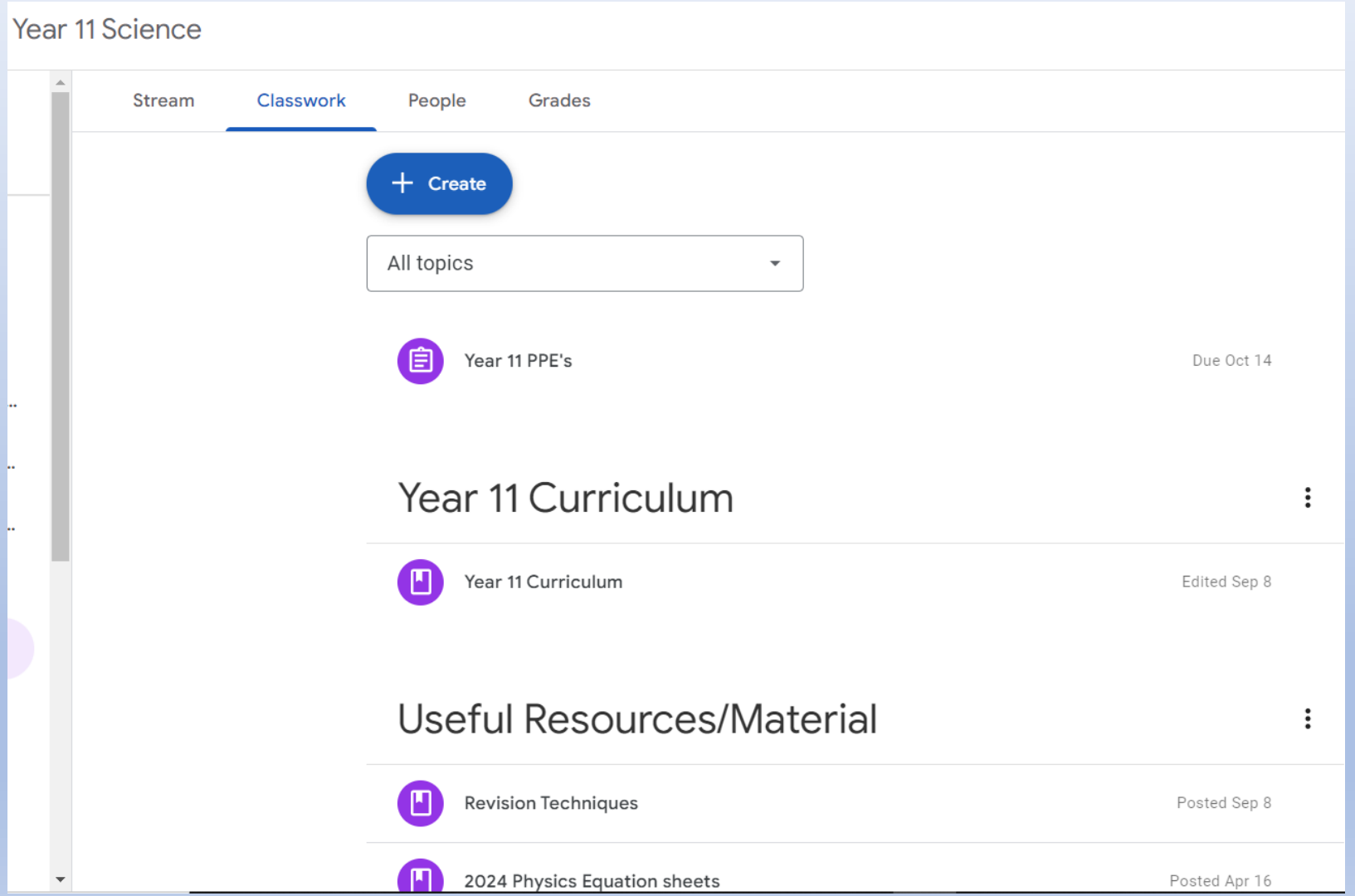
1	State	0 / 0
2	Describe	0 / 0
3	Explain	0 / 0
4	Analyse	0 / 0
5	Suggest	0 / 0

Dirt Task Assigned

Please complete a mindmap on the properties of covalent bonds

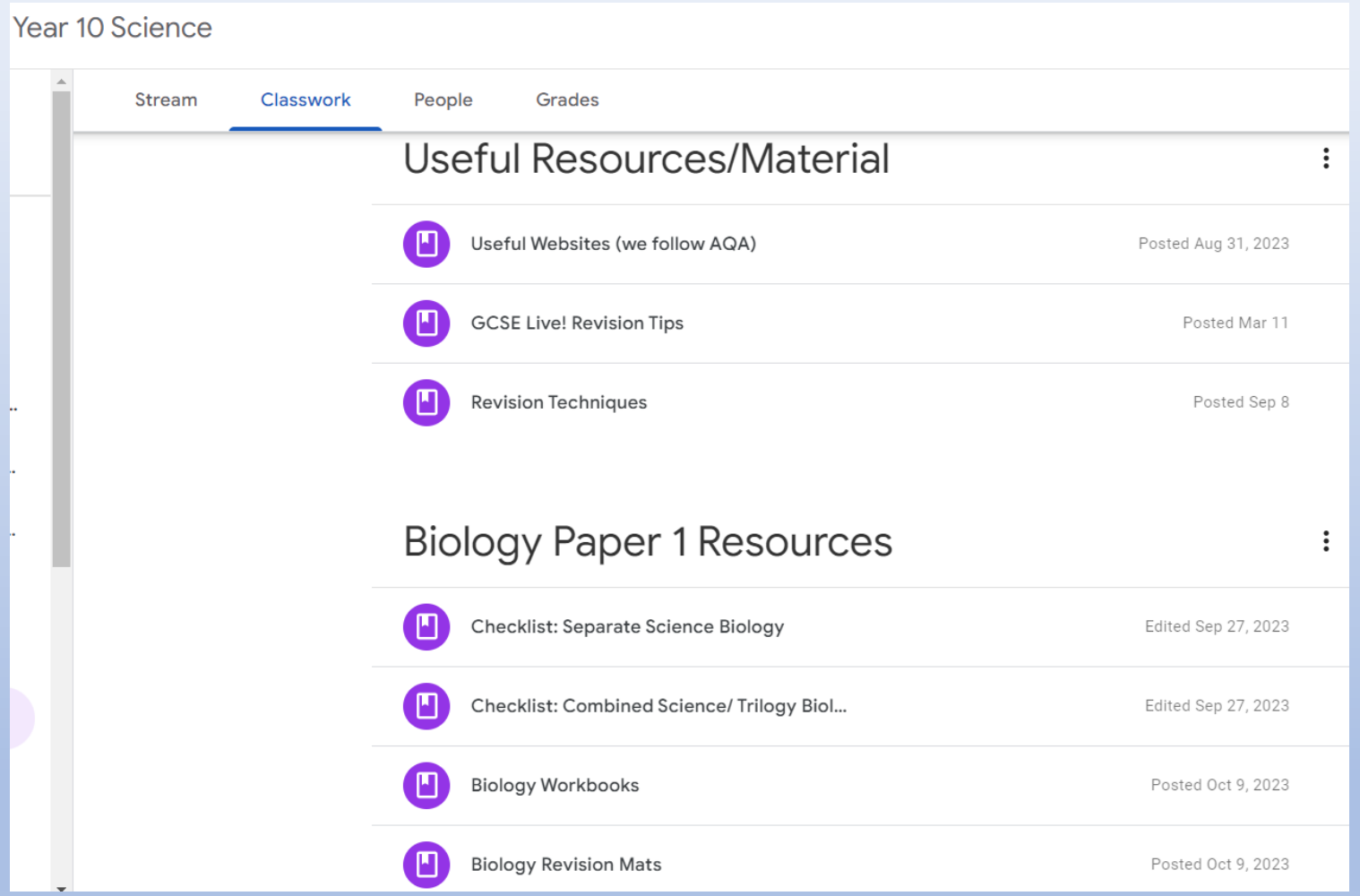
Google Classroom

- Class Code: zk2g2ge
- Your son needs to join to access his home learning booklets
- Only JFS students can join the classroom.



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



PPES

- November
- 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 before the 6 week holiday with detail on about the upcoming PPE and google classroom.
- 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.

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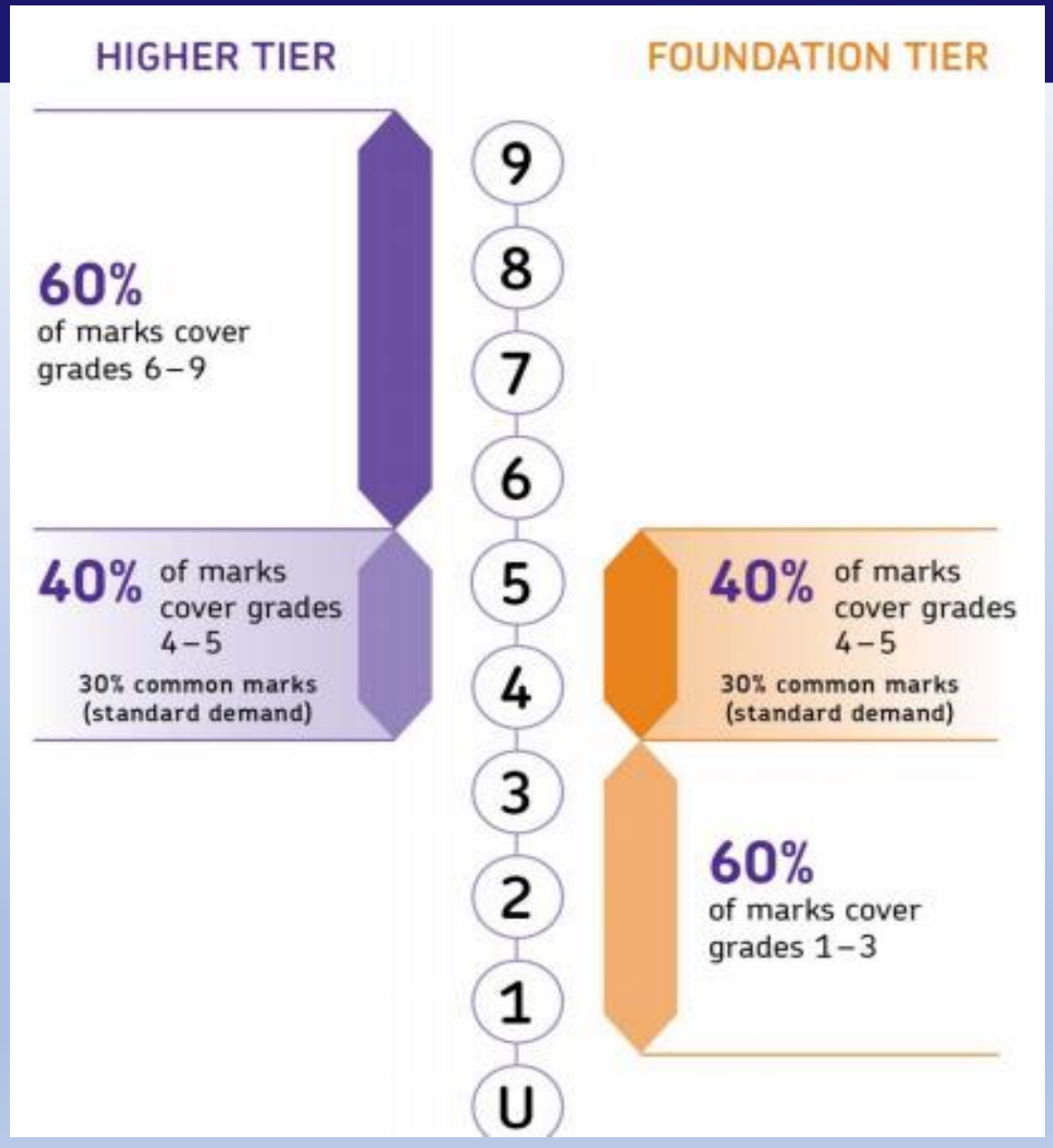
Combined Trilogy Route	Separate Science Route
Your Son will be taught in specialist lessons, ie he will have biology, chemistry and physics lessons	Your Son will be taught in specialist lessons, ie he will have biology, chemistry and physics lessons
Your son will sit 6 GCSE papers that are **1 hour 15 minutes** long each. 2x chemistry, 2x biology, 2 x physics	Your son will sit 6 GCSE papers that are **1 hour 45 minutes** 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
	B		6
		5	5
C	C	4	4
D	D	3	(3)
E	(E)		
F		2	
G		1	
U	U	U	U



- 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. These will start in October.
- Biology: TBC lunchitme
- Chemistry: TBC lunchtime
- Physics: TBC lunchtime
- 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

Religious Education 2026-27

Mr Smith (Head of RE)

1	2	3	4	5	6	9	10	11	12
Creation	Incarnation	Triune God	Redemption	Church and the Kingdom of God	Eschatology	Judaism: Beliefs	Judaism: Practices	Relationships and Families	Peace and Conflict

Year 10

Year 11

1 exam: 13 May 2027 1hr 45mins

1 exam: 21 May 2027
1hr 45mins

4 of 6 will come up

All 4 will come up

1	2	3	4	5	6	9	10	11	12
Creation	Incarnation	Triune God	Redemption	Church and the Kingdom of God	Eschatology	Judaism: Beliefs	Judaism: Practices	Relationships and Families	Peace and Conflict

PPE 1
w/b 9 November
Revision w/b 2 November

PPE 2
w/b 22 February
Revision w/b 8 Feb

9	10	11	12
Judaism: Beliefs	Judaism: Practices	Relationships and Families	Peace and Conflict
w/b 21 Sept *PPE 1 w/b 9 Nov* *Revision w/b 2 Nov*	w/b 30 Nov	w/b 11 Jan *Same w/b Parents' Evening*	w/b 1 Feb *PPE 2 w/b 22 Feb* *Revision w/b 8 Feb*

End of unit tests

9	10	11	12
Judaism: Beliefs	Judaism: Practices	Relationships and Families	Peace and Conflict

Weekly key term and sources of authority tests

1.7 Inspiration and the Bible as the word of God

The Bible as the word of God

All Christians accept that through the Bible God speaks to his people, and so the Bible is called 'the word of God'. The way God speaks is not thought of as a voice coming from the skies but as gentle stirrings within the human heart, especially as the words of the Bible are read. This is the **Holy Spirit**, inspiring believers to accept the message of God and share it with other people. Christians should be guided by the teachings contained in the Bible.

The Hebrew word for 'spirit' is *ru'ach*, which is also translated as 'breath' (see Genesis 2:7). When God breathed into Adam and gave him life, God's own Spirit was shared with human beings. God sends his Spirit to guide people. This is called **inspiration**. The term can be used to refer to the guidance that God gave to the writers of the Bible.

Many people see God working through the events of every day and throughout history. The books of the Bible that record historical events help other people to respond to God's actions and words, in order to learn from God. The history books and the wisdom books in the Old Testament are seen as important because God speaks through the words, and people listen and act on them.

The prophets and the word of God

The prophets were inspired to see God's work in a special way. They saw their task as encouraging everybody to stay faithful to God. As they warned and guided people, they passed on God's word and message.

The Gospels and the word of God

Christians believe that Jesus is the Word of God made flesh. In Jesus, God speaks directly to all people. The Gospels present the teachings and actions of Jesus, the Word-made-flesh, which means that the Gospels are in a very special way the word of God.

The Epistles and the word of God

The Epistles (or letters) are the writings of the apostles, the early witnesses to Jesus' life. They were written to help Christians apply the principles of Jesus' teachings to their everyday lives. The apostles were filled with the

> "Since everything asserted by the inspired authors or sacred writers must be held to be asserted by the Holy Spirit, it follows that **the books of Scripture must be acknowledged as teaching solidly, faithfully and without error that truth** which God wanted put into sacred writings for the sake of salvation."
>
> *Dei Verbum* 11

Objectives

- Examine what it means to say that the Bible is the word of God.
- Evaluate to what extent the Bible should be a Catholic's only guide.

Key terms

- **Holy Spirit:** the Third Person of the Trinity whom Christians believe is the inspiring presence of God in the world
- **Inspiration:** the guidance that God gives to people
- **Magisterium:** the teaching authority of the Catholic Church, exercised by the Pope and the bishops

Study tip

Think about how much you find out about another person from what they say and the way they say it.



Paul preaching the word of God to a crowd in Athens

The teachings of the Magisterium and the Bible

The Holy Spirit is believed to be constantly working in the Catholic Church. It was with the guidance of the Holy Spirit that the Church decided which books were to be accepted as part of the Bible, which is regarded as the true word of God. The Bible is interpreted in light of the Church's teachings.

The successors of the apostles – the Pope and the bishops – exercise the teaching authority of the Church. This authority is known as the **Magisterium**. It is through the Magisterium that the true message of the Bible is to be interpreted.



How do you feel when you walk past someone preaching on the street?

> "**Sacred Scripture is the word of God** inasmuch as it is consigned to writing under the inspiration of the divine Spirit, **while sacred tradition takes the word of God** entrusted by Christ the Lord and the Holy Spirit to the Apostles, and **hands it on to their successors in its full purity**, so that led by the light of the Spirit of truth, they may in proclaiming it preserve this word of God faithfully, explain it, and make it more widely known. Consequently it is not from Sacred Scripture alone that the Church draws her certainty about everything which has been revealed."
>
> *Dei Verbum* 9

> "Your word is a lamp to my feet and a light to my path."
>
> *Psalms* 119(118):105 (NRSV)

God spoke through the Holy Spirit's inspiration of the Bible, so the Bible is the word of God. However, the Holy Spirit also guides the Church and speaks through the Magisterium. The Magisterium makes the word of God relevant to the modern world, applying the eternal truths that come from God, including the Bible, to the needs of the present day. Believers can trust the teachings of the Magisterium because of the inspiration of the same Holy Spirit who inspired the Bible.

Activities

1. Explain how God can speak to believers.
2. Explain why Christians pay special attention to the Gospels.
3. 'Everything a Christian needs is contained in the Bible.' Evaluate this statement. Be sure to include more than one point of view, and refer to Catholic beliefs and teachings in your answer.
4. Explain why for Catholics the Magisterium is important for the interpretation of the Bible.

Extension activity

'Only the Gospels are important for Christians.' Do you agree? Give reasons for your answer, showing that you have considered more than one point of view.

Research activity

Find an example of a famous speech that has inspired people. Examples might include speeches by Winston Churchill or Martin Luther King. Why was the speech so effective and what did it inspire people to do?

Summary

You should now understand in what ways the Bible is considered to be the word of God. You should also understand how the Catholic Church bases its teachings on the Bible.

Bible should be a Catholic's only guide.

Church. This authority is known as the Magisterium. It is through the Magisterium that the true message of the Bible is to be interpreted.



▲ How do you feel when you walk past someone preaching on the street?

Key terms

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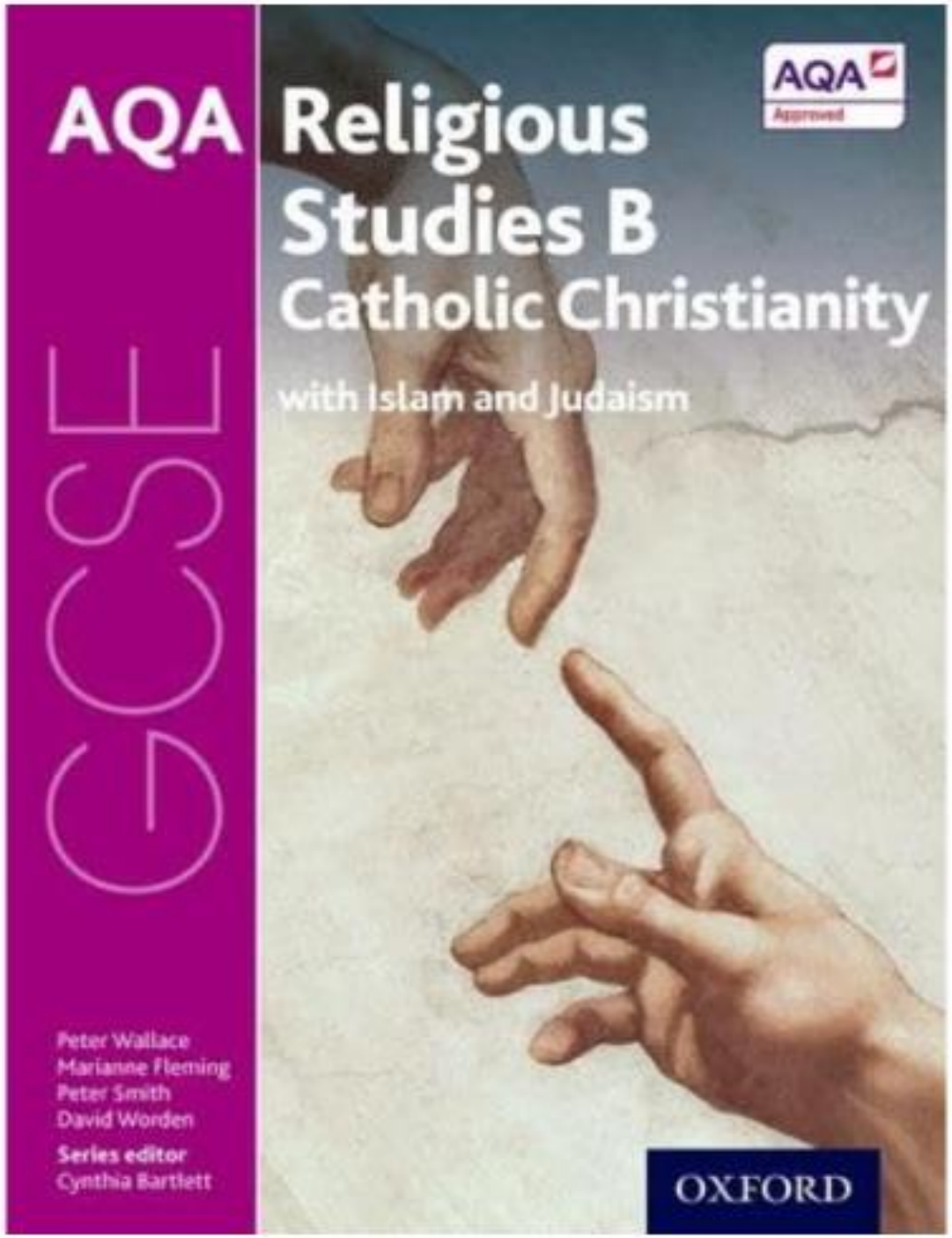
Activities

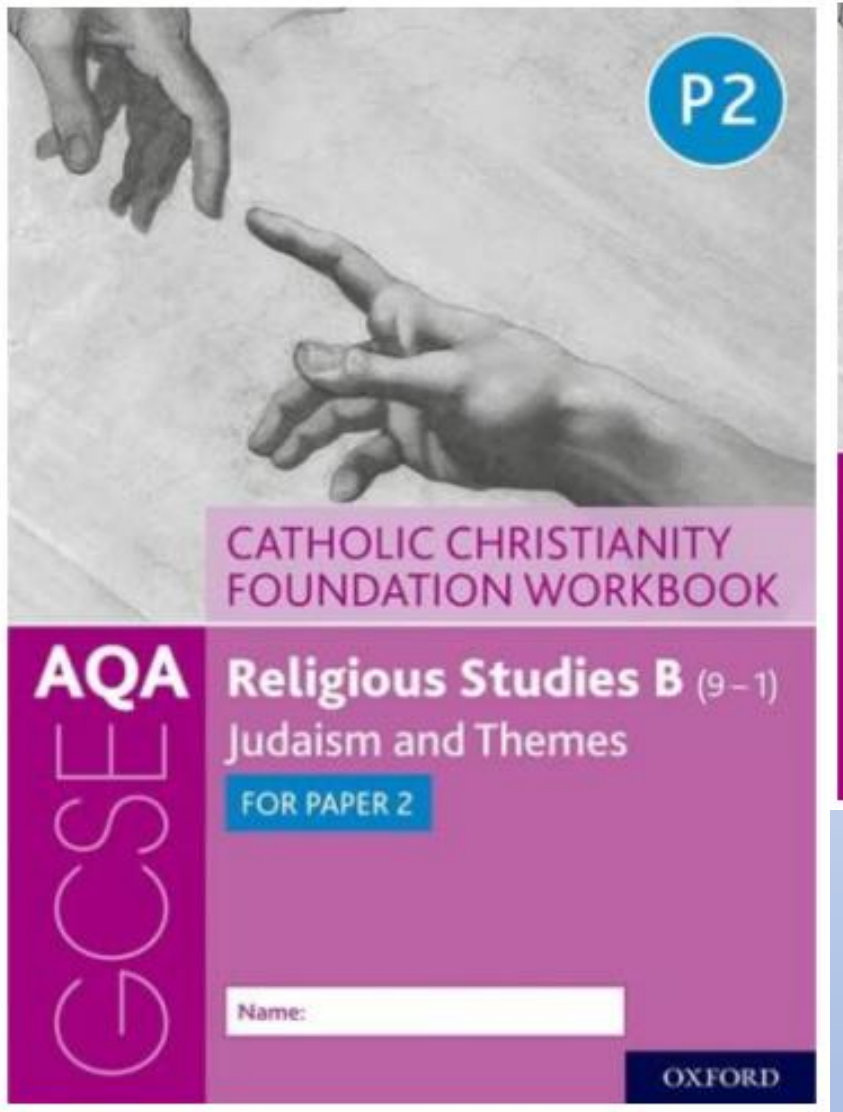
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3. 'Everything a Christian needs

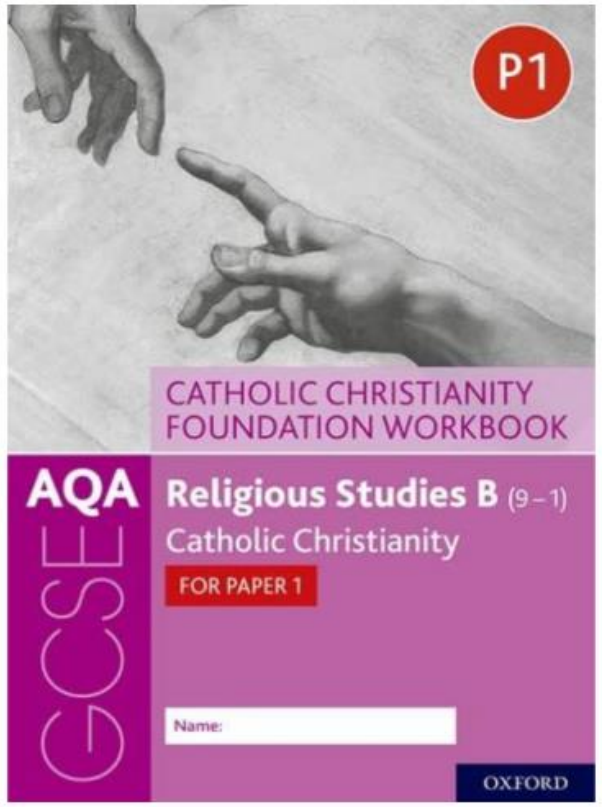
Study tip

Think about how much you find out about another person from what they say and the way they say it.

God spoke through the Holy Spirit's inspiration of the Bible, so the Bible is the word of God. However, the Holy Spirit also guides the Church and speaks through the Magisterium. The Magisterium makes


AQA
GCSE
Religious Studies B
Catholic Christianity
with Islam and Judaism
AQA Approved
Peter Wallace
Marianne Fleming
Peter Smith
David Worden
Series editor
Cynthia Bartlett
OXFORD


P2
CATHOLIC CHRISTIANITY
FOUNDATION WORKBOOK
AQA
GCSE
Religious Studies B (9 – 1)
Judaism and Themes
FOR PAPER 2
Name:
OXFORD


P1
CATHOLIC CHRISTIANITY
FOUNDATION WORKBOOK
AQA
GCSE
Religious Studies B (9 – 1)
Catholic Christianity
FOR PAPER 1
Name:
OXFORD

1	2	3	4	5	6	9	10	11	12
Creation	Incarnation	Triune God	Redemption	Church and the Kingdom of God	Eschatology	Judaism: Beliefs	Judaism: Practices	Relationships and Families	Peace and Conflict

Each unit is out of 24 or 27 marks (3 Spag)

Made up of 1, 2, 4, 5 and 12 marks

Marked student responses and commentary

Student F

0 3 . 5 'Mary, the mother of Jesus, is the greatest disciple.'

Evaluate this statement.

In your answer you should:
- give reasoned arguments to support this statement
- give reasoned arguments to support a different point of view
- refer to Christian teaching
- reach a justified conclusion.

[12 marks]
[SPaG 3 marks]

I agree with the statement.

In the Magnificat, Mary is shown as a perfect disciple. In this prayer, she is fully humble and praises God with great respect. For example, she says her 'soul magnifies the Lord' and that God is 'the Almighty One'. A disciple is someone who spreads the good news and follows the will of God. Mary demonstrates this perfectly in the Magnificat as she praises God by saying it is only through him, that she is able to accept this gift. I feel Mary is the greatest disciple as she inspires many catholics with her modesty and praise. Moreover, she preaches the message that God is good by being fully accepting and open to God. Mary is also seen as the perfect disciple because she is the mother of God. God chose Mary to 'conceive [Jesus] with the power of the Holy Spirit' because she best demonstrates humility. She is chosen as God knew she would be the greatest disciple, as shown in the Magnificat. Moreover, ~~Luke's account~~ I feel Mary has helped many Catholics through the Pilgrimage to Lourdes. After Mary was shown, Lourdes became a place for many catholics to focus on their prayer and seek ~~healing~~ healing. Mary spreads the good news by inspiring millions of catholics to go to Lourdes to renew their commitment to Jesus and seek to improve their relationship to God. I feel Mary is the greatest disciple because through her humility, openness to God, and ability to encourage Catholics to go on pilgrimage to learn more about God, she best helps Catholics to choose the path of God. So, the Magnificat and her role at Lourdes demonstrate how she is the greatest disciple as she fully accepts God and so encourages others to accept God too.

Other people would disagree with me. They would argue that Mary can't be the greatest disciple as the Magnificat can be seen as a controversial kingdom prayer. Because of calls to raise the 'lowly', ~~even~~ many governments think the Magnificat has a sense of revolution. Therefore, some people say this controversy prevents her being the best disciple as it implies revolution. Moreover, others might argue that St Peter is the best disciple. As he was 'the rock on which [Jesus]' built his Church', Peter's apostolic succession ~~makes him~~ could be believed to make him better than Mary. Moreover, combined ~~with~~ with the controversy of the Magnificat, people would argue this demonstrates how she isn't the best disciple, even if she is a good one. I disagree with them. Although the prayer can be controversial, many Popes, such as Pope Francis do believe in preferential ~~treatment~~ treatment of the poor and ~~would~~ would argue Mary's call to rise up the lowly is good as we humanity all deserve dignity since we are all 'one in Christ'. Therefore, although

5 · 5 Some governments find the Magnificat controversial, according to Catholic social teaching it demonstrates good moral teachings. Moreover, while Peter denied Jesus 3 times, Mary has always been open to God. Therefore, I feel Mary is the perfect disciple and the greatest as she has never denied Jesus and calls for positive change. L4 To conclude, I agree with the statement.

A well-argued response, reasoned consideration of different points of view

Commentary

This student has achieved a Level 4 answer. A well-argued response, with reasoned consideration of different points of view. There are logical chains of reasoning leading to judgement(s) supported by knowledge and understanding of relevant evidence and information. References to religion are applied to the issue.

12 marks

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Student C

0 4 . 4 Explain **two** Catholic beliefs about the care of the dying

Refer to scripture or another source of Christian belief and teaching in your answer.

[5 marks]

- one belief is that we have a duty to help and try to reduce suffering done (e.g. by giving painkillers) as long as the intended effect is to ease pain. This belief is because we all have dignity and life is sacred and therefore we should care for the dying by helping to ease pain if possible. ✓
- another belief is that although we can cure to the dying, life is a gift from God and only God has power over life. So, practices like euthanasia and assisted suicide shouldn't be used to treat the dying, because that takes away our dignity. ✓
- we should accept death with full responsibility and respect - shows scripture ✓ conclusion

Two beliefs and source.

BUSINESS (BTEC) SINGLE

5
Business Studies

2025 BTEC Business Cohort Leavers:



Aim Higher with BTEC Business

Luke secured a Distinction grade in BTEC Business. He chose to study this subject alongside BTEC Sports and A-Level English. He is now reading Business Management at the University of Liverpool. This was his Firm choice which he secured through his grades. He also held offers from Leicester, Northumbria and Nottingham Trent, as well as declining an unconditional offer from Lancaster.



Y12

Unit 1 Exploring business
Unit 2 Developing a marketing campaign

Y13

Unit 3 Personal and business finance
Unit 8 Recruitment and selection

Course Structure:

Pearsons
Mandatory units 83%
External Assessment 58%

Transferable Skills

- Enhanced writing
- Teamwork
- Analytical Thinking
- Organisation

"Business is about people. It's about passion. It's about bold ideas, bold small ideas or bold large ideas"

Dame Anita Roddick

Linked Industries

- Civil Service
- Tourism
- Finance
- Business Management

Cultural awareness

Problem solving

Oracy

Decision making

Critical thinking

Effective argument

Journalism

Media

(Corporate) Law

Politics

Leadership

Civil/Diplomatic service

2025 UNIVERSITY DESTINATIONS

Students are well supported in determining the next stage of their academic or working life. A comprehensive programme of preparation to support UCAS applications, is undertaken. With guided research, conferences, personal statement workshops, personalised tutor support and subject guidance, students wishing to pursue higher education are well informed to make this important decision. Through using the support provided by the Sixth Form pastoral team our Sixth Form students feel confident in making these decisions.

Last Year year's Y13 Cohort saw:

- 98 students make a UCAS application *(88% of cohort)*
- 92 students secured a place at university for Sept 2025
- 61 students secured their Firm *[first]* offer
- 8 students secured their Insurance *[second]* offer
- 23 students secured a place through Clearing
- 25 students secured a place at one of the UK's top Russell Group universities





To live is to change, and to be perfect is to have changed often.

~ John Henry Newman

AZ QUOTES

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School

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Subjects

- Accounting
- Art and Design
- Biology
- Business
- Chemistry
- Computer Science
- Dance
- Design and Technology
- Drama
- Economics
- English
- Food preparation and Nutrition
- French
- Geography
- German
- History
- Languages
- Law
- Mathematics
- Media Studies
- Music
- Physical Education
- Physics
- Politics
- Psychology
- Religious Studies
- Science
- Sociology
- Spanish

All subjects

Find past papers

Religious Studies | Subjects | AC
Ask Gemini
aqa.org.uk/subjects/religious-studies
School

Religious Studies

GCSE

8061 GCSE Religious Studies

Next exam: 21 May 2027



Past Papers

8062 GCSE Religious Studies

Next exam: 13 May 2027



Past Papers

8063 GCSE Religious Studies

Next exam: 13 May 2027



Past Papers

8063

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GCSE Religious Studies 8063

Specification 8063

ERA video and audio clips
AQA has partnered with the Educational Recording Agency (ERA) to provide short video and audio clips mapped to GCSE Religious Studies A and Short Course topics.

1.0 Introduction
2.0 Specification at a glance
3.0 Subject content +

1.0 Introduction

1.1 Why choose AQA for GCSE Religious Studies B

Our GCSE enables you to focus in depth on the Catholic faith, by looking at beliefs, teachings, practices, sources of authority and forms of expression within Catholic Christianity.

Students will broaden their understanding of religion by studying the beliefs and practices of another major world fai...

GCSE Religious Studies 8063 | A

Ask Gemini

aqa.org.uk/subjects/religious-studies/gcse/religious-studies-8063/assessment-resources?q=Catholic+Christianity

School

Catholic Christianity

Resource Type

Select All Clear

Answers and Commentaries (2)

Examiner Reports (4)

Mark Schemes (7)

Question Papers (17)

Component Code

Exam Series

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Question paper: Paper 1 Catholic Christianity - June 2023 - Religious Studies

GCSE Religious Studies • PDF • 520.48 KB • Published: 07 Dec 2024

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Mark scheme: Paper 1 Catholic Christianity - June 2022 - Religious Studies

GCSE Religious Studies • PDF • 460.04 KB • Published: 14 Jul 2023

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Question paper: Paper 2Y Section A Perspectives on faith (Judaism) - November 2021 - Religious Studies

GCSE Religious Studies • PDF • 379.12 KB • Published: 29 Jul 2022

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Question paper: Paper 2A Section B Perspectives on faith (Non-textual studies) - June 2023 - Religious Studies

GCSE Religious Studies • PDF • 455.42 KB • Published: 07 Dec 2024

Download

Theme A: Relationship and Families
Theme B: Peace and Conflict

NOT Theme C

1. Go through the year with him

- know what's happening when – weekly tests, end of unit tests, Core exams;
- look in his book – he'll bring it home after every lesson – what does his presentation and detail say about his commitment?;
- Hold him to account regularly – what work is he doing and when? 2 hours / wk;
- What did he get in his last test /24 and what's his current grade?
- Check Bromcom for key term and sources of authority posts, end of unit test posts and Core exam posts + behaviour (good and bad). Look out for:

  -key word and sources of authority lists for the units on that exam;

  -textbook scans of the chapters that relate to that exam;

  -question booklets that relate to that exam;

  -A3 sheets in his book – fill in the blanks;
- Make weekend and holiday revision timetables to plan;
- Make RE part of your regular conversation and life – e.g.: the news, radio in the car, theme in TV show…? Can he justify to you what he thinks and why?

- pick a book (or audiobook);
- read it as well;
- talk about it – it will improve his imagination, empathy, knowledge of the world, oracy and attainment. 'Readers are leaders'…

3. Reach out – email me – ma.smith@johnfisherschool.org

Class	Teacher	No. 4+		No. 7+		No. 3-	
		PPE2	Public	PPE2	Public	PPE2	Public
11Ea1	MDS	25	28	11	15	4	1
11Ea4	MDS	7	15	0	0	21	13
11Er1	MDS	5	7	0	0	14	12

ma.smith@johnfisherschool.org

Maths 2026-27

Mrs Winkelman (Maths KS4 Coordinator)

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 Mrs M Bibi	Set 6 Ms C McNeela
Set 3 Mr D Stanton	Set 7 Dr L Dowle
Set 4 Mrs Z Ngyuen	

External and Internal Examinations

Summer 2027 Exam Info

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

Sets 1 to 5 students are studying the HIGHER Tier

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

Sets 6 and 7 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 be provided with common formulae sheet up to 2027 but must know how to apply each formula accurately. Some formulae may also 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 be close to completing the course).

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

Content

Higher Tier	Foundation Tier
Topics to be covered in Term 1: • Probability • Circle theorems • Variance • Further trigonometry including graphs and exact surd solutions • Rates of change, gradient and graphical interpretation • Fractional algebra and equations **Topics to be covered in Term 2:** • Functions, their transformations and inverses. • Vectors including proofs • Iterations • Numerical proofs and reasoning • Algebraic proofs and reasoning • Recap and Revision	**Topics to be covered in Term 1:** • Further algebraic manipulation • Solving Equations and Inequalities • Trigonometry • Simultaneous Equations • Recap of Percentages • Statistical measures **Topics to be covered in Term 2:** • Problem solving techniques • Recap and Revision
Students should expect exam papers to be set on a weekly basis as part of an ongoing revision programme.	

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.
- Targeted Intervention (post PPE 1)

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**

Advice for Pupils

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".

English 2026-27

Mrs Ryder (Head of English)

Year 11 Information Evening

English

Mrs Ryder – Subject Leader of English

Mrs L. Crampton - Key Stage 4 Co-ordinator for English

Interventions are currently being delivered through Tutor Time groups by Mrs Ryder and Mrs Crampton

s.ryder@johnfisherschool.org

l.crampton@johnfisherschool.org

GCSE English Literature - OCR

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

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

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

GCSE English Spoken Language Endorsement

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 took place in the Summer Term of Year 10.
These were 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	➢ English class notes and text ➢ Revision World ➢ BBC bitesize ➢ CGP Revision Guides
Jekyll and Hyde	'As above'
Paper 2:	
Poetry Anthology	➢ English class notes and text ➢ Revision World ➢ BBC bitesize ➢ Mr King poetry revision videos (youtube)
Macbeth	'As above'

English Language (AQA)	
Paper 1	Revision materials available
Fiction text analysis & Creative writing	➢ 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

English Revision Advice for Pupils

General:

- Make your most of your lesson time. Use the full time to write extended answers in class – if you won't do it in class you won't be able to do it in the exam!
- Your teachers are there to help – use the sentence starters, knowledge organisers, and guidance they give. But learn it so you can do it when they aren't there.
- Get into the routine and disciple now of revising each day – little and often.
- Create revision posters and flashcards – put them around the house. Change where they are every couple of weeks so your brain doesn't adapt and ignore them.
- Ask your family to help you stay accountable with your revision and to test you.

English specific:

- Read 20 minutes each day, especially a range of literary fiction eg 'Classic literature' and non-fiction eg diary writing, travel writing, autobiography, etc,. This will directly support your ability to access the Unseen texts in the English Language and Literature papers. Use your library for the texts. Remember there is value in finishing texts but also reading widely – so find that balance.
- Know the questions that are marked for paragraphs, spelling, grammar and punctuation in the Language and Literature papers. Take extra care in those questions with your accuracy of writing. Take time to proofread and edit your answers.
- Plan your responses for the 40 mark questions.
- Know your timings – and stick to them!
- Memorise quotes for ALL your Literature texts, but especially poetry and AIC where you will not have any of the text to rely on for Part B.
- Use your PPE feedback to identify on going areas for improvement.

How to Help

- **KEEP** your son's old English books – they will contain all his notes and classwork on his key texts for revision in Year 11.
- **REVISION** time must be come a normal procedure at home if your son is to remember all the content he needs to revise for his English Literature texts, fine tune skills for his English Language and succeed in his exams.
- When revising Literature (Macbeth, OCR Conflict Poetry, An Inspector Calls, Jekyll & Hyde) concentrate on: **plot development, characters, context, themes and memorising important quotations**
- **Talk** to your son about their Literature texts – what have they enjoyed? Why? How do they feel about 'x'? Talking to them about deeper themes and comparisons with other texts will also encourage their ability to make connections.
- Encourage your son to read little and often, especially literary non-fiction eg articles, travel writing, autobiography, speeches, and fiction, including pre-20th Century writing.
- Online revision guides and videos are great (and free)! They will provide a variety of ideas and approaches to the text and their revision.
- **AI – Use AI as you would help from a parent, teacher, or a tutor** – you would help but not do their homework, for example. AI can be a tool to support revision if used appropriately, but it does have limitations and can still get it wrong. Some uses can be: asking it to build a revision TT, quiz, flashcards, asking it to explain literary terms, themes, theories or part of the mark scheme.
- BEWARE- AI can 'hallucinate' quotes – always check it against the book. Also, it is not suitable to use to **Cross-Check Marking:** While specific subjects and exam boards do have trained AI to use for marking and feedback (at a cost) **GENERIC AI chat tools** do not have official examiner training and may give inaccurate or overly generous grades. Focus on what you can do to improve an answer instead an actual mark. Compare feedback against official mark schemes and teacher guidance.

Why do we say read for 20 minutes a day?

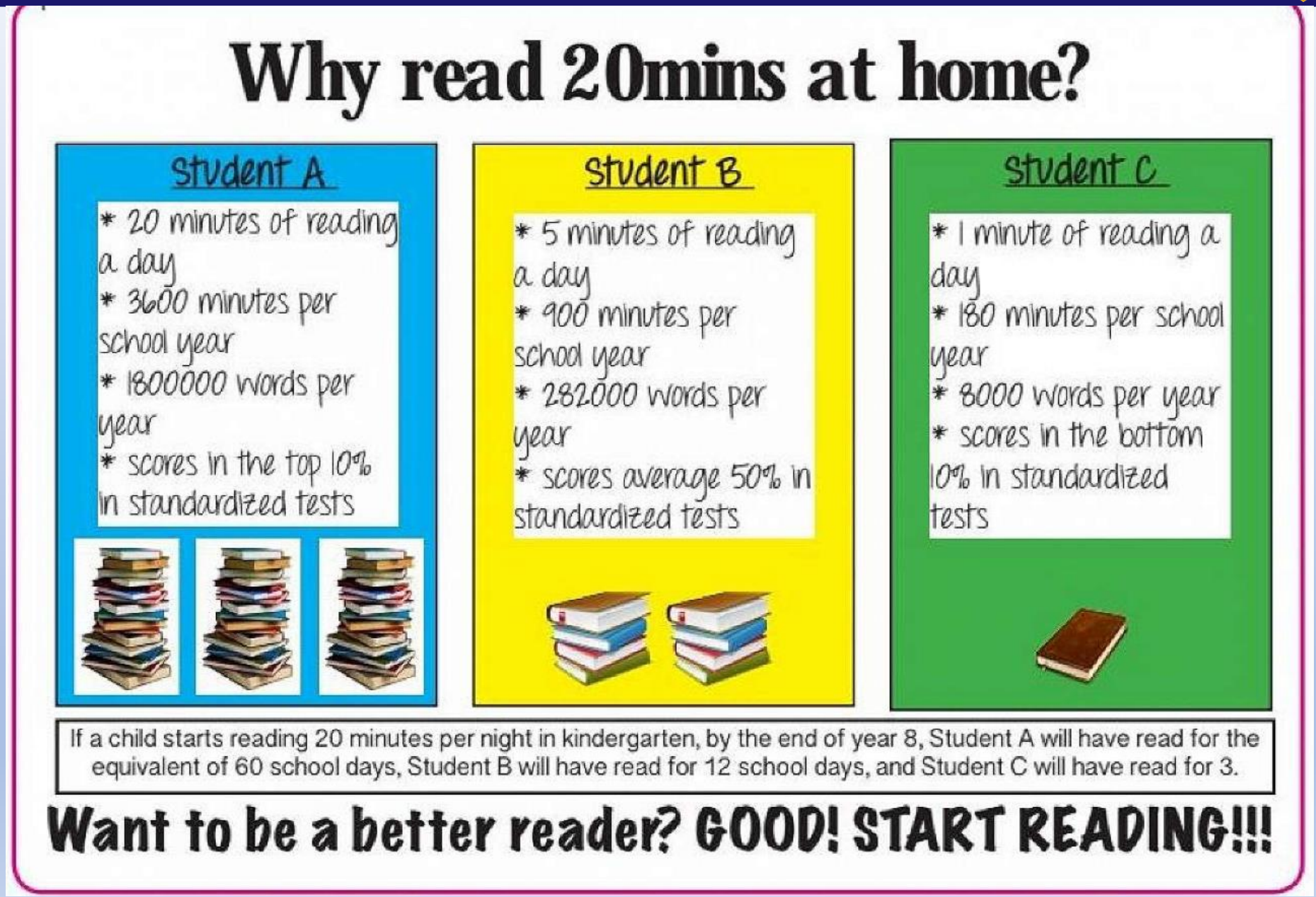
Reading improves student understanding and analytical skills, while also enriching their vocabulary.

Reading also is proven to reduce stress, anxiety, and the chances of suffering from insomnia. Just 6 minutes of reading can reduce stress by 68%.

Reading boosts empathy, mental health and wellbeing

Reading each day is workout, similar to cardio training, for your brain.

It is never too late to become a reader, and every minute reading helps.



Revision Materials

Mr King

@mr_mdking • 2.94K subscribers • 30 videos

Mr King has been teaching English for a numbe

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Home Videos Playlists Posts

Mr Bruff

@mrbruff • 463K subscribers • 885 videos

I am an English teacher dedicated to making AQA GC

mrbruff.com

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Schofield on Shakespeare provides a range of outstanding vi

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BITESIZE

Home Learn Study support Careers Teachers Parents Tren

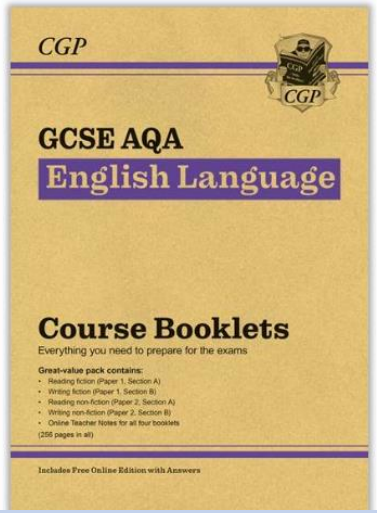
GCSE English Literature

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GCSE / English Literature

GCSE English Literature Revision



New GCSE AQA English Language Course Booklets Pack

Build exam skills step-by-step

New

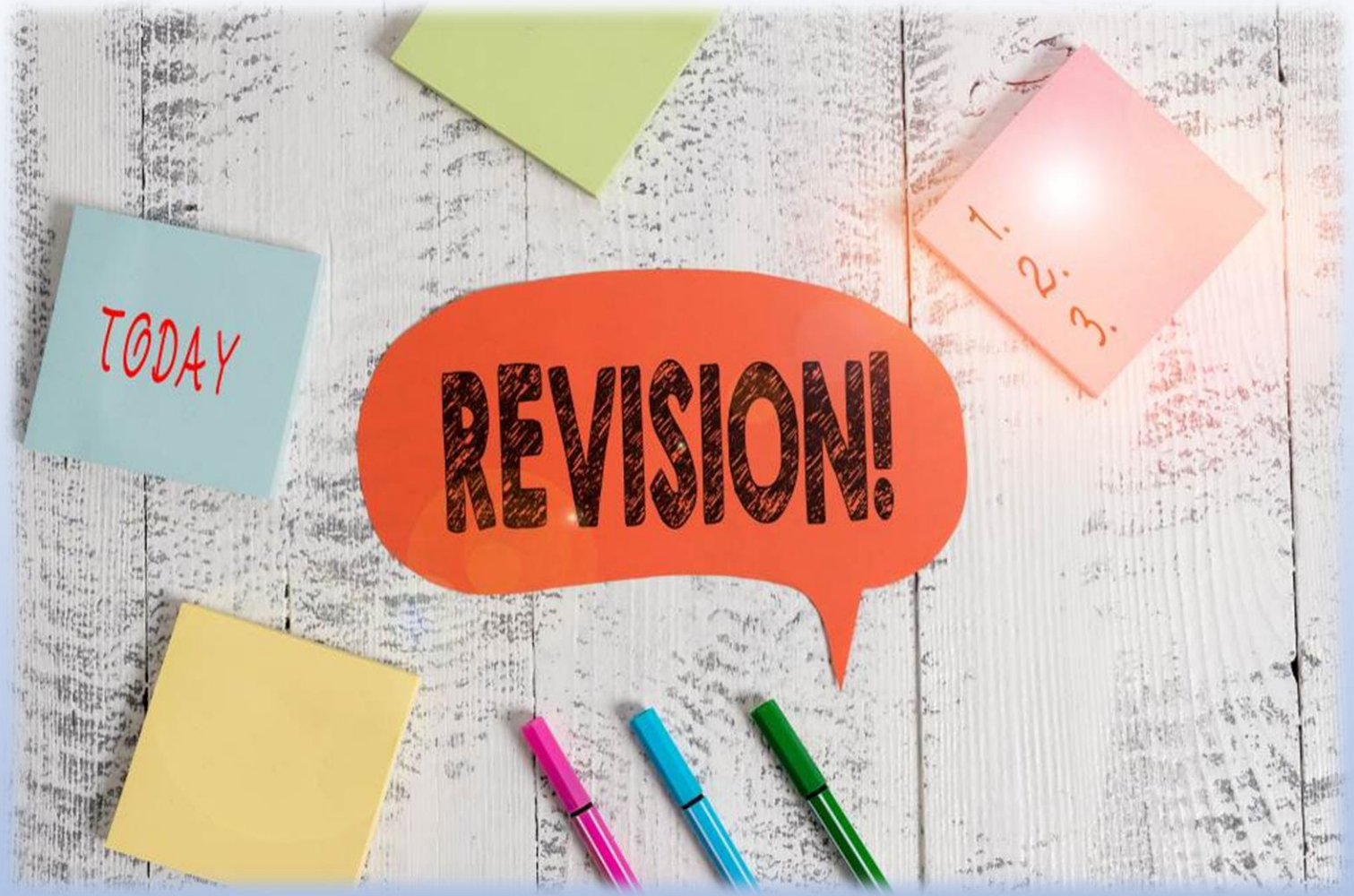
Product code: ENAL41
ISBN: 9781837742417

Write a review

English Department Google Classroom Code:



2026-27 Revision



- ✓ *Little and often*
- ✓ *Rigorous yet realistic*

What can you do to help?

- Check that your son has a revision plan/timetable – little and often!
- Ensure they can find their Year 10 workbooks and textbooks.
- Ensure they are equipped with highlighters, glue sticks, post it notes, blank paper, cue cards – all these can help them create their own revision resources such as flash cards and posters.
- Create a physical space for their revision.
- Quiz them!
- Have them teach you their topics/key terms
- Reward their efforts however you see fit.

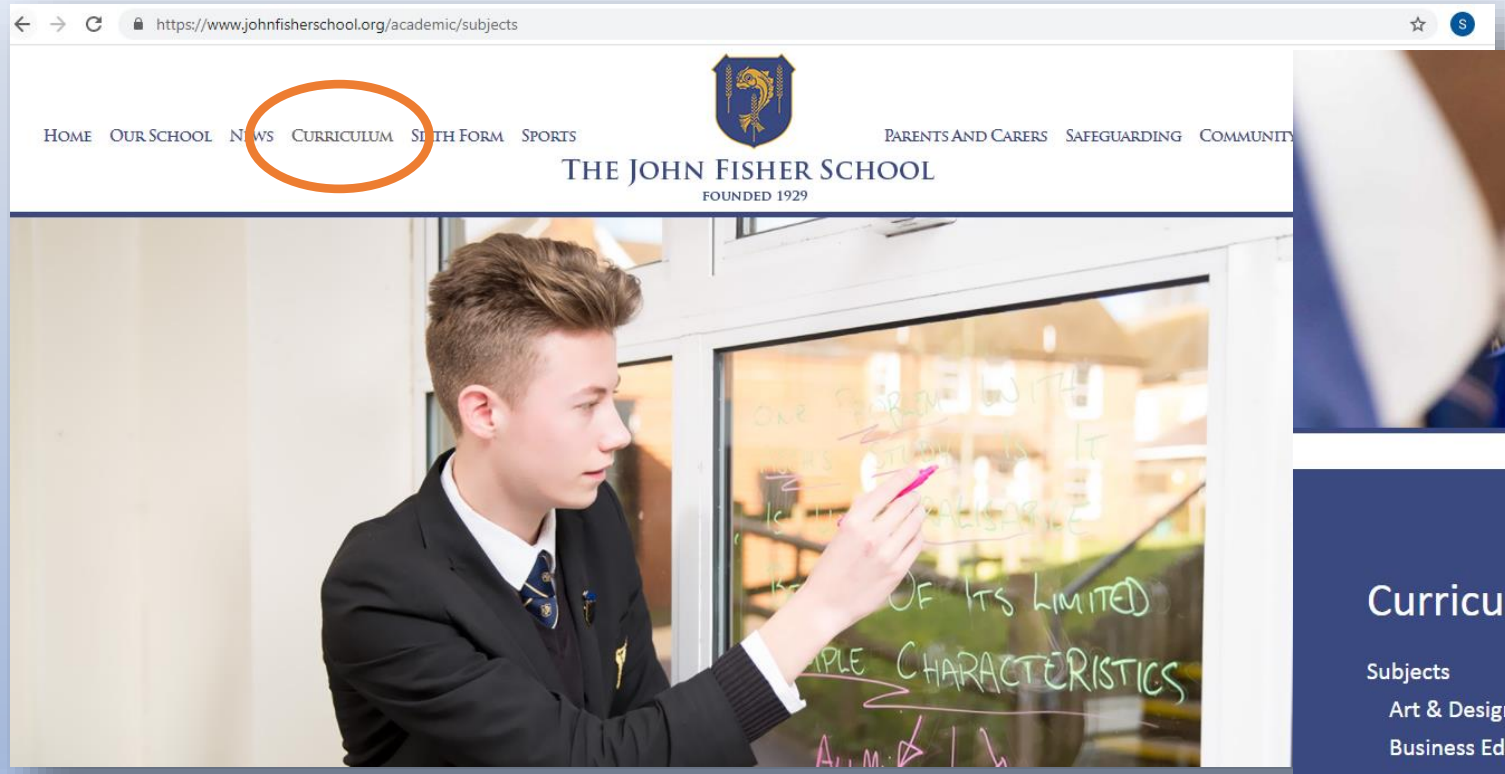






Access to Curriculum/Exam Board information

- 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

Thank you!

Further questions can be directed to your KS4 admin:

m.cody@johnfisherschool.org

Or

Your son's tutor.

THE JOHN FISHER SCHOOL

"Nurturing young Catholic gentlemen.
Aspiring for Academic, Cultural & Sporting Excellence."