Year 9 Information Evening

Tuesday 22nd September 2026

THE JOHN FISHER SCHOOL

Who will you hear from?

Head of Year 9

Science

Maths

RE

English

Science 2026-27

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

Each Class Has 3 Specialist Teachers

Y9 Assessments

- Throughout the Academic year Y9 will sit assessments- some in class, some in the hall
- These will be used to 'band' students at the end of the year. Maths, English and Science collectively use assessment data to place students into the X band (currently 4 sets) or the Y band (currently 3 sets).
- Within each band the subjects will the set students eg an X band student may be in set 2 for maths and set 3 for English.
- Teacher feedback will also be taken into account before finalising banding and sets for year 10.
- Your son needs to take each assessment seriously and revise for it.

KS4 Science- we start in year 9

Specifications:

- AQA Combined Science Trilogy (formally known as dual award) at foundation and higher tier
- AQA Separate Sciences (formally known as triple science)
  - ***Three sets in the X band are covering higher tier separate science***
  - ***One X band set and one Y band set are covering higher tier combined science***
  - ***Two Y band sets are covering foundation tier combined science***

- The **final exam entry decision** will be made after the PPEs in year 10.

Every year 9 Class starts on the Separate Science Route

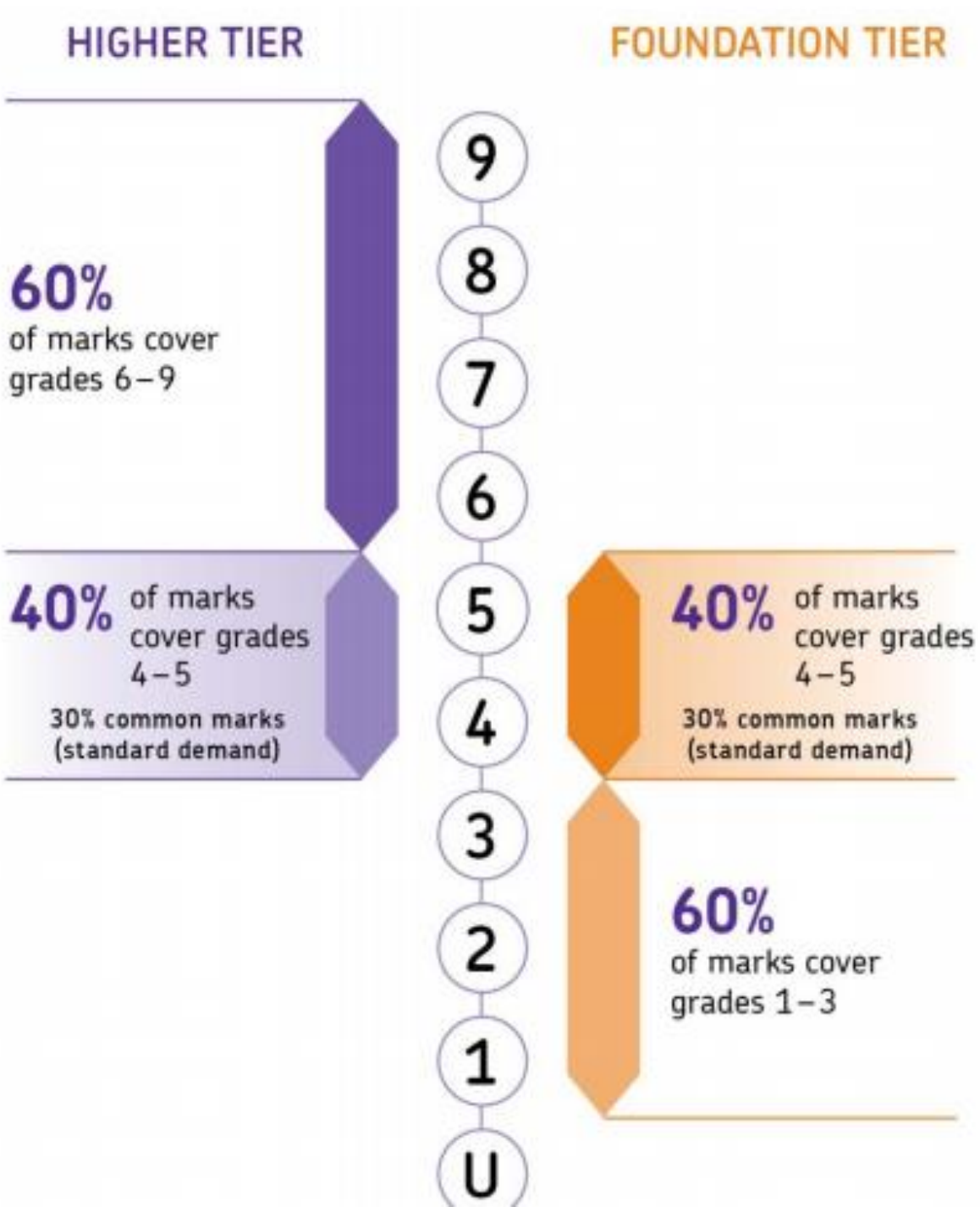
Combined Trilogy Route	Separate Science Route
Your Son will be taught in specialist lessons, ie he will have biology, chemistry and physics lessons	Your Son will be taught in specialist lessons, ie he will have biology, chemistry and physics lessons
Your son will sit 6 GCSE papers that are **1 hour 15 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)	2	
F			
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 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	

KS3 Science

- 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.
- There is a guide on Google Classroom as to which chapters in the revision guide correspond to which chapters in our textbooks.
- Textbook pages are also on Google Classroom (scans)

Your son is welcome to see his teacher to arrange a time for help in his science studies

Maths Year 9

Focus: Focus on becoming more independent and resilient in their learning

THE JOHN FISHER SCHOOL

Meet the Team

X Side (B, C, K)	Y Side (M, N, T)
9X1 - Mrs Bibi	9Y1 - Mrs Winkelman & Miss McNeela
9X2 - Mrs Nguyen	9Y2 - Mr Johnson
9X3 - Mr Johnson	9Y3 – Mr Gamage & Dr Dowle
9X4 - Miss McNeela	9Y4 – Mrs Nguyen

- KS3 Coordinator is Miss McNeela
- Head of Department is Mr Stanton

Classwork

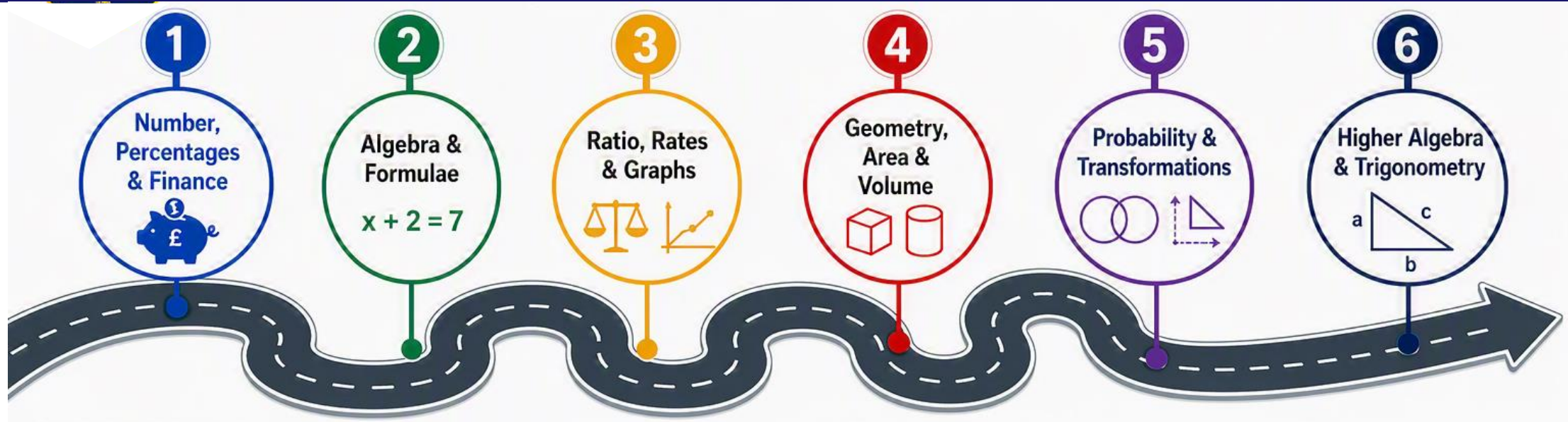
- Year 9 are set and each set follows a differentiated scheme of work.
- Regular formal assessments
- Sets remain fluid and changes will be reviewed every formal “in class” test.
- Retrieval and interlinking prior learning becomes more frequent.

Year 9 Overview

THE JOHN FISHER SCHOOL
MATHEMATICS DEPARTMENT

Year 9	Week 1	Week 2	Week 3	Week 4	Week 5	Week 6	Week 7	Week 8	Week 9	Week 10	Week 11	Week 12
Autumn	1. Properties of number		2. Percentages		3. Area and volume		4. Equations, inequalities and formulae		5. Fractions	6. Rates		7. Standard form
Spring	8. Maths and money			9. Straight line graphs		10. Ratio and proportion		11. Constructions and congruence		12. Similarity	13. Algebraic manipulation	
Summer	14. Pythagoras' theorem		15. Non-linear graphs		16. Probability		17. Transformations		18. Simultaneous equations		19. Trigonometry	

Year 9 Maths Roadmap -



AUTUMN 1

1. Number, Percentages & Finance

- Primes, HCF & LCM
- Surds
- Standard Form
- Percentages
- Interest
- Maths & Money

AUTUMN 2

2. Algebra & Formulae

- Equations
- Inequalities
- Formulae
- Rearranging Formulae
- Algebraic Manipulation
- Quadratics

SPRING 1

3. Ratio, Rates & Graphs

- Ratio
- Direct & Inverse Proportion
- Conversion Graphs
- Speed-Distance-Time
- Compound Measures
- Straight Line Graphs

SPRING 2

4. Geometry, Area & Volume

- Circles
- Surface Area
- Volume
- Similarity
- Constructions
- Congruence

SUMMER 1

5. Probability & Transformations

- Sets & Venn Diagrams
- Relative Frequency
- Independent Events
- Enlargements
- Rotations
- Reflections
- Translations

SUMMER 2

6. Higher Algebra & Trigonometry

- Simultaneous Equations
- Pythagoras' Theorem
- Trigonometry
- Non-Linear Graphs
- 3D Problems
- GCSE Readiness

Think mathematically • Model real-life situations • Solve complex problems • Prepare for GCSE Mathematics • Achieve excellence

Sparx Maths



- Set Wednesday
- Due the following Wednesday
- Copy out questions and show full workings (if they are racing through Sparx will give them more homework each week, aiming for 1 hour)
- Start homework early so they can ask their teacher for help.
- 100% completion

Assessments

Mini Quiz

- Informal short quiz
- At the end of a topic
- Completed in lesson
- Self assessed / Peer assessed
- WWW and EBI

Assessment

- Will be written in student planners (1 week before)
- Completed in lesson
- Teacher assessed
- QLA feedback with Sparx Codes to help progress student

Summer / EOY

- Same criteria as formal assessments

Year 10

- In Year 10 students are set across the whole year and put into 7 sets.
- Bands are decided in a "core subject panel". Upper contains approx. 115 pupils.
- Higher Tier is still available to pupils in the lower band
- The end of year exams for Year 9 are very important to show their capabilities at GCSE with emphasis on each student being placed in the set that is right for them

Revision

- Sparx Maths
- https://www.mathsgenie.co.uk/
- https://corbettmaths.com/
- https://www.bbc.co.uk/bitesize/subjects/z38pycw
- https://www.mrbartonmaths.com/topics/

Year 9 Team

9B	Mr Hall p.hall@johnfisherschool.org
9C	Mr Greenwood j.greenwood@johnfisherschool.org
9K	Mrs Mukesh v.mukesh@johnfisherschool.org
9M	Mrs Ghodbhani (Friday- Mrs Faulkner) j.ghodbhani@johnfisherschool.org
9N	Mr Keramides m.keramides@johnfisherschool.org
9T	Mr Rebello a.rebello@johnfisherschool.org

KS3 Administrator: Mrs Maynard h.maynard@johnfisherschool.org

Head of Year: Mrs Sayers

Deputy Headteacher: Mrs Lovelock

Form Time

Monday: Morning Prayer

Tuesday: Housekeeping (checks and celebrations)

Wednesday: Assembly

Thursday: Reading (Planner Check)

Friday: Reading (Planner Check)

Equipment Map

White Board
Planner
Reading Book













Year 9 Literacy Overview and Reading Expectations

- Year 9s **should always have a 'reading book'** of their choice and interest on the go. This could be a book from home or a book checked out from the LRC.
- If there are any barriers to reading- then please email your son's tutor and we can look at what interventions we can put into place.
- Reading is not a punishment- it should be enriching!







Supporting reading at home



SCAN ME

The benefits of independent reading are numerous – please find a variety of materials available on our school website:

- **A parent guide to engaging your child in reading**
- **A selection of reading recommendations and book lists**

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.
- 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

Key Dates for Year 9

- Assessment window 1: January 2027
- Parent/Teacher Evening: 11th February 2027
- Options evening KS4: 23rd February 2027
- Assessment window 2: Core exams: July 2027

Streaming

Your son will sit assessments in all his subjects.

In English, Science, History, Geography, RE and ICT there is a streamed set. The way this is calculated is as follows:

All the assessments in the above subjects are taken and the lowest score is removed.

An average of that score is then calculated.

The score is then ranked (1-90 as there are two sides to the year X and Y)

The top 30 scoring students are in the streamed sets and the others are distributed between the remaining 2 sets. There are no 'bottom' sets.

Maths has their own sets using the assessment data from the end of Y8.

Uniform

School shoes

- No trainers; should be able to polish





Coats

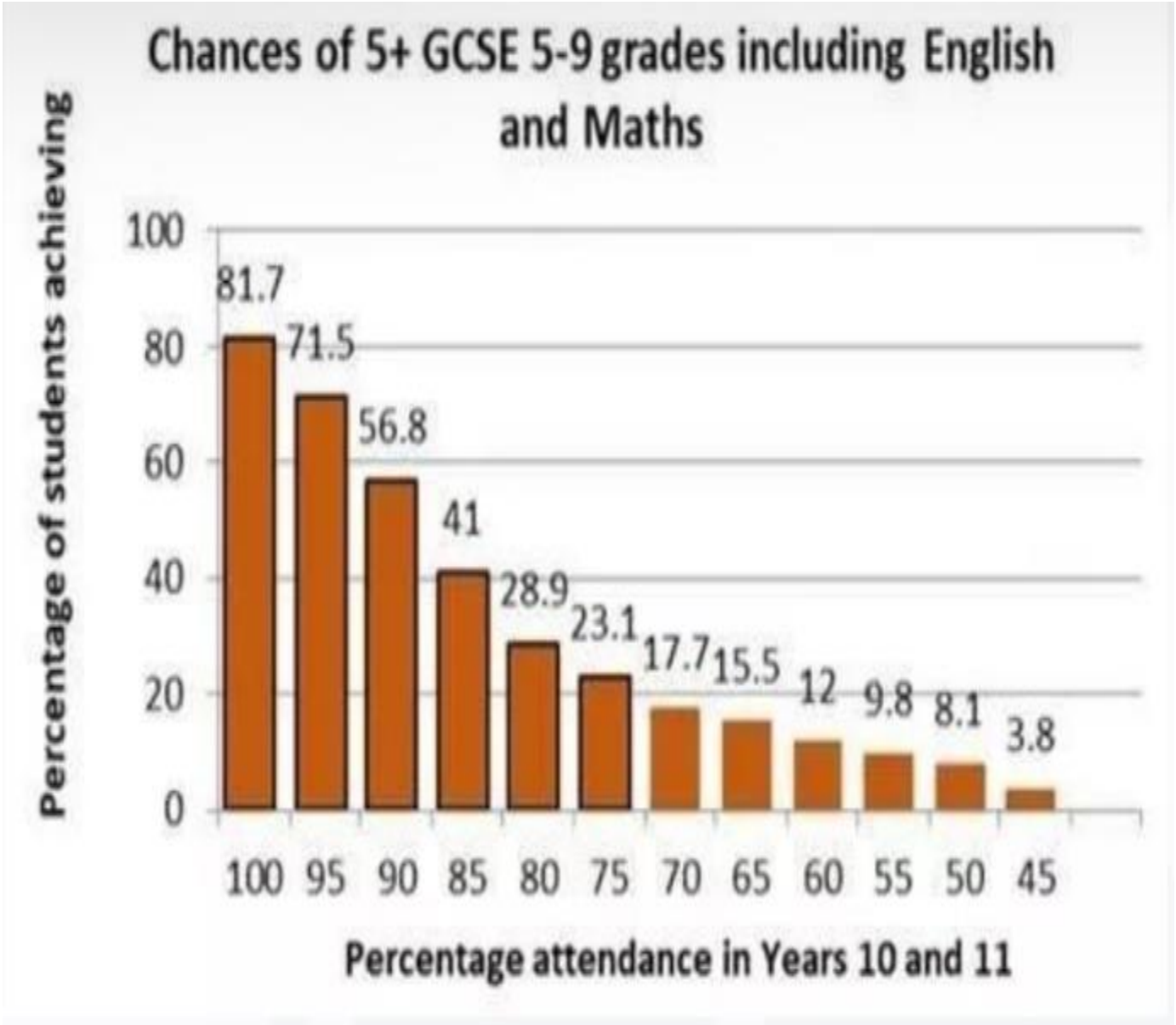
Should be plain black or navy, waterproof and with no pattern, logo, or writing. Coats should not be worn without the JFS blazer. Fleeces, tracksuit tops, hooded sweatshirts and sports tops (even if they are JFS branded) are not permitted.

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 9 – grey shirt
- Year 7-11 House tie
- JFS grey V-necked pullover (optional)
- Dark socks

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



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 - Affecting your own learning

Level 2 - Affecting the learning and the wellbeing of others

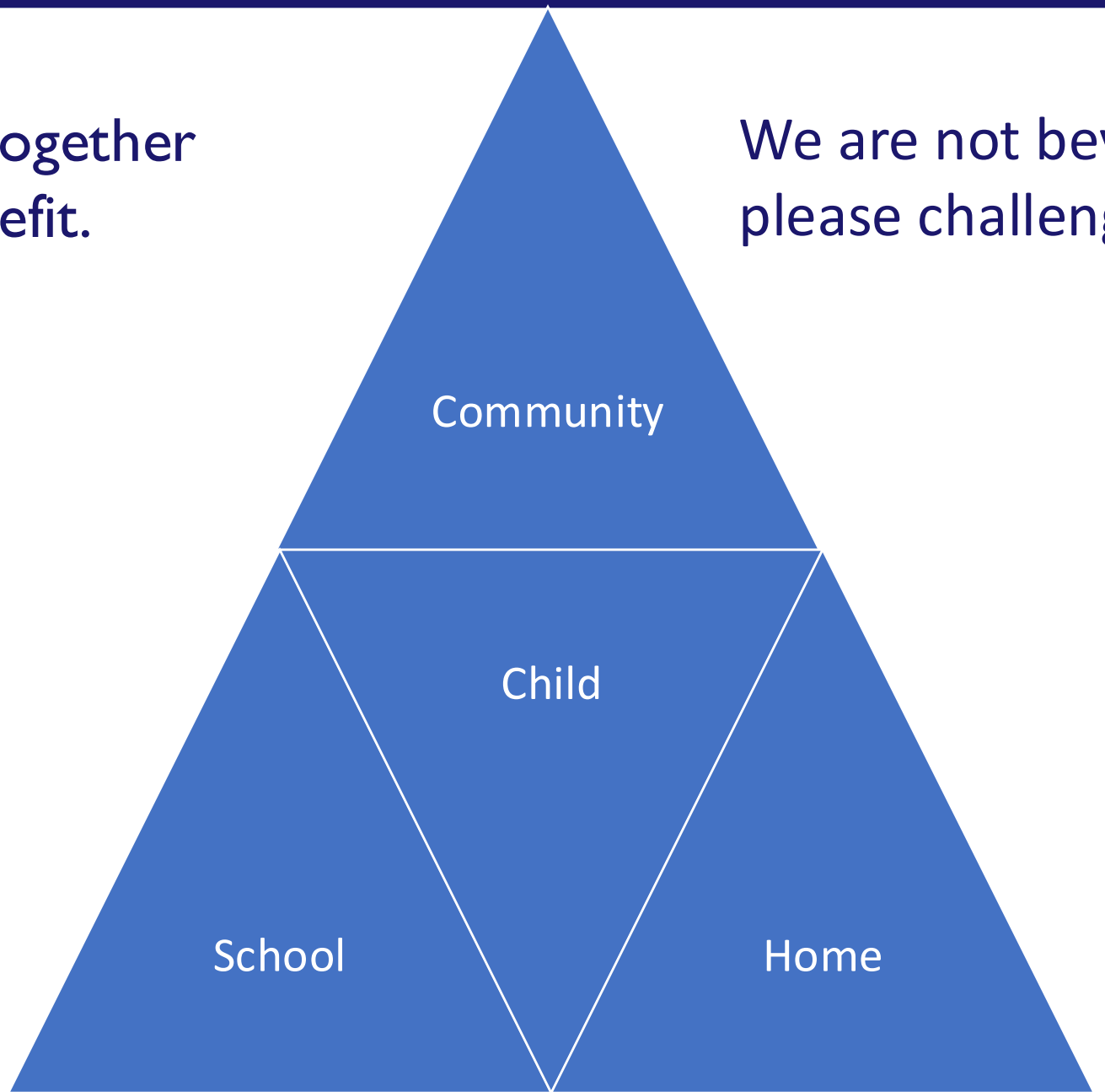
Level 3 - Affecting staff or the ethos of the school

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.

Examples of the Behaviour We Need Support With

- Loss of Learning 16/03/2026
- X kept bouncing his tennis ball on the desk and he did not follow instructions despite being warned several times.

- Loss of Learning 12/02/2026
- Constant low-level interruptions, off-task, distracting each other (and rest of class).

- Demerit 10/12/2025
- Students asked to pack away. Y ignored the instruction and was talking to his friends. Took an excessive time to pack away, demerit issued. Remained in class to argue about the demerit.

- Subject Removal 10/02/2026
- Moved away from others for disruption early on, still talking, trying to distract others. Making loud silly noises so subject removed.

Bromcom

- By now you should have been sent the log in details for Bromcom (MCAS). Please download and log in as soon as possible as this is where you can find all behaviour details.

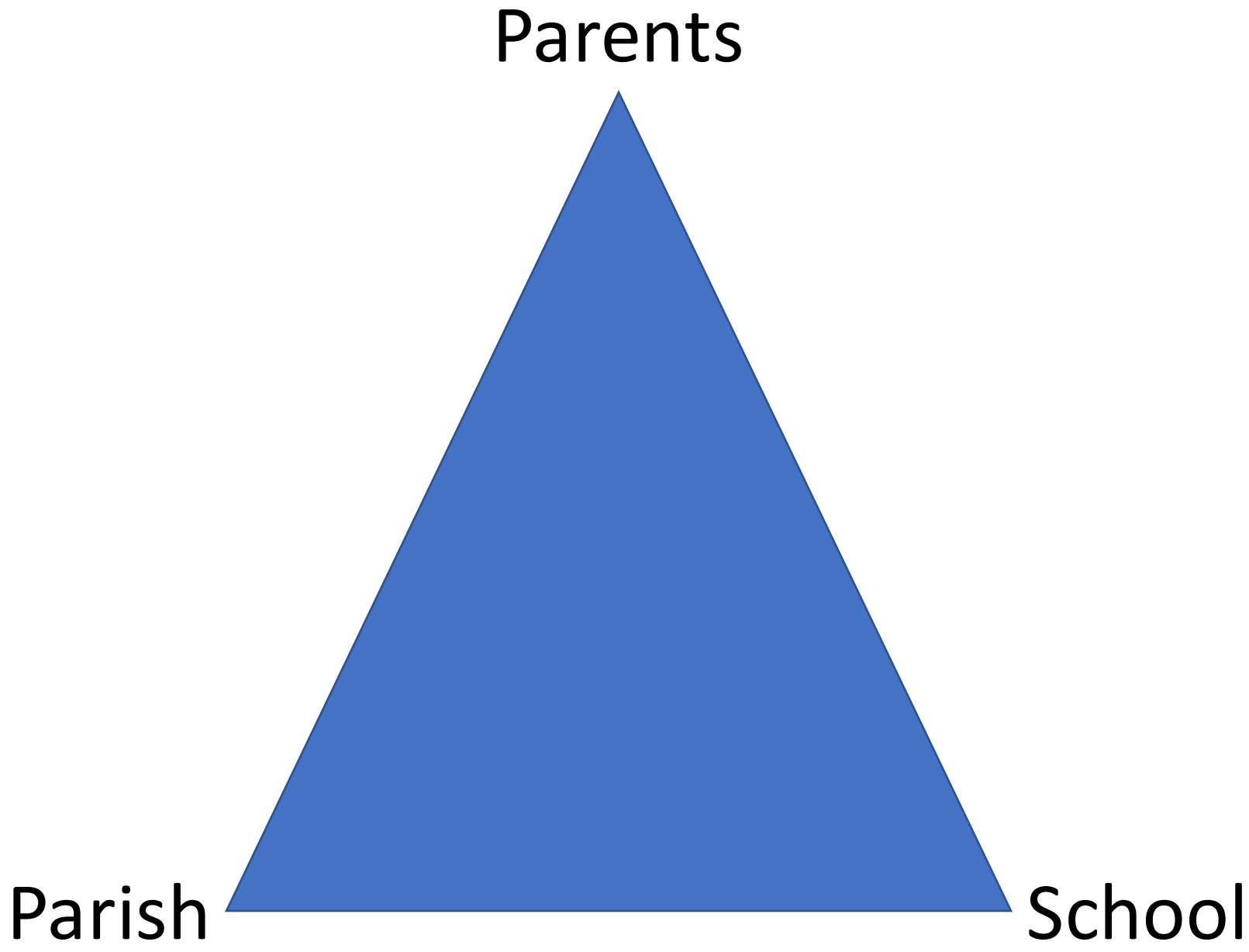
- Any questions please email your son's tutor for more support.

Rewards

- Golden Tie- queue jump. Visual example to other students.
- Tutee of the Week- sweet treat.
- Golden stars- given by subject teachers for excellent work (treat from golden locker).
- Cards- good work and good behaviour, a card will be sent home.
- Certificates (50, 75, 100, 150)
- Reward film in December and the Reward Trip to Thorpe Park in Summer term.
- Tutors will send emails home to recognise achievements and good practice.

Religious Education- Mr Smith

THE JOHN FISHER SCHOOL


Parents
Parish
School

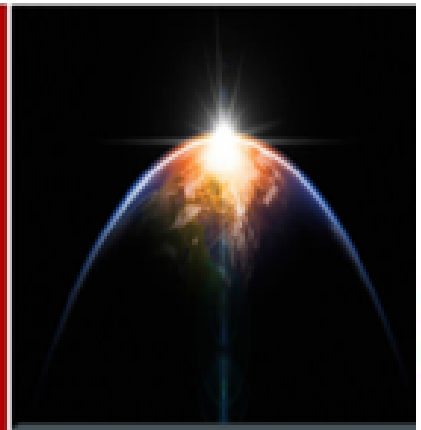
1	2	3	4	5	6
Creation and Covenant What God intended for mankind – Gn And what that means – *Imago dei*, dignity, the good life – marriage, morality and CST	Prophecy and Promise Old Testament women and their links to Mary Marian teachings – Dogma, Feasts and Art	Galilee to Jerusalem The sources of Faith – Bible (Mark's Gospel) and Disciples Apply that to vocation – Holy Orders and the Jesuits; Lent	Desert to Garden The upshot of Faith – Redemption and where it comes from – Old Testament Temple sacrifice Missionaries	Ends of the Earth How the Church began and what it means to be a Church Living Church – Saints, Eucharist, Holiness	Dialogue and Encounter Islam Key Tenets of the Faith and how they compare to Catholic Christianity

WEDNESDAY, 08 JULY 2026

TITLE: In the beginning

Review Questions

1. What is the first book in the Bible?
2. When was it written?
3. Who traditionally wrote it?
4. Where was it written
5. Why was it written?



How does God create in Genesis?

ENCOUNTER: GENESIS 1

What are the three realms God creates in the first three days?

What is the meaning of humans being created in God's image?

How might the idea that humans are created in God's image influence the way people treat themselves and others?

What does God want to do with his creation?



https://youtu.be/zfVN-7vY0KA?list=PLqnAPRJXPJvbWtJvyC27YE5ddCiuI5WYgf

UNDERSTAND: GENESIS 2

List 5 key differences between the creation accounts in Genesis 1 and Genesis 2.

Identify how God creates humans in Genesis 2. How does this differ from Genesis 1?

Extension: Explain how the two accounts might complement each other, rather than contradict. What might be the purpose of having two different creation stories?

Genesis 2:4-25

- In the day that the Lord God made the earth and the heavens, 5 when no plant of the field was yet in the
earth and no herb of the field had yet sprung up—for the Lord God had not caused it to rain upon the
earth, and there was no one to till the ground; 6 but a stream would rise from the earth, and water the
whole face of the ground— 7 then the Lord God formed man from the dust of the ground, and breathed
into his nostrils the breath of life; and the man became a living being. 8 And the Lord God planted a
garden in Eden, in the east; and there he put the man whom he had formed. 9 Out of the ground
the Lord God made to grow every tree that is pleasant to the sight and good for food, the tree of life
also in the midst of the garden, and the tree of the knowledge of good and evil.
- 10 A river flows out of Eden to water the garden, and from there it divides and becomes four
branches. 11 The name of the first is Pishon; it is the one that flows around the whole land of Havilah,
where there is gold; 12 and the gold of that land is good; bdellium and onyx stone are there. 13 The name
of the second river is Gihon; it is the one that flows around the whole land of Cush. 14 The name of the
third river is Tigris, which flows east of Assyria. And the fourth river is the Euphrates.
- 15 The Lord God took the man and put him in the garden of Eden to till it and keep it. 16 And
the Lord God commanded the man, "You may freely eat of every tree of the garden; 17 but of the tree of
the knowledge of good and evil you shall not eat, for in the day that you eat of it you shall die."
- 18 Then the Lord God said, "It is not good that the man should be alone; I will make him a helper as his
partner." 19 So out of the ground the Lord God formed every animal of the field and every bird of the
air, and brought them to the man to see what he would call them; and whatever the man called every
living creature, that was its name. 20 The man gave names to all cattle, and to the birds of the air, and to
every animal of the field; but for the man there was not found a helper as his partner. 21 So
the Lord God caused a deep sleep to fall upon the man, and he slept; then he took one of his ribs and
closed up its place with flesh. 22 And the rib that the Lord God had taken from the man he made into a
woman and brought her to the man. 23 Then the man said,
- "This at last is bone of my bones
and flesh of my flesh;
this one shall be called Woman,
for out of Man this one was taken."
- 24 Therefore a man leaves his father and his mother and clings to his wife, and they become one
flesh. 25 And the man and his wife were both naked, and were not ashamed.

APPLY: THINK, PAIR, SHARE

Think (1 minute): Individually, write down one way that being created in God's image might affect how we treat ourselves or others.

Pair (2 minutes): Share your idea with a partner. Discuss how this might look in real life.

Share (5 minutes): Some pairs will share their ideas with the class.



1	2	3	4	5	6
Creation and Covenant	Prophecy and Promise	Galilee to Jerusalem	Desert to Garden	Ends of the Earth	Dialogue and Encounter
4. *Imago Dei*	2. Esther	2. Formal exam (revision one week before)	2. Covenant	3. Three States of the Church	
6. Sanctity of Life	4. Mary	5. Discipleship *w/b 8 Feb – Parents' Evening*	4. The Mission	5. Saints	6. GL core assessment

TITLE: Extended Writing

TUESDAY, 14 JULY 2026

Review Questions

What are the 12 Gifts of the Holy Spirit? What qualities should a Christian show in his or her life?

1.
2.
3.
4.
5.
6.
7.
8.
9.
10.
11.
12.



What difference did Pentecost make to the life of the Church?

Extended writing: "The Holy Spirit is the most important influence on the Church." Discuss.

The Holy Spirit has been at work with the Father and the Son since the beginning and has done much to shape the Church and the world. Which aspects of the Spirit's work that you have studied do you think is the most important and what other ways can you contrast it to?

Mark: /10

9-10: An **excellent** level of detail. The response is clear and very detailed in its description. It also shows real reflection about times in which the Holy Spirit has shaped the Church and uses specific pieces of evidence.

7-8: A **good** are level of detail. The response shows shows a good level of knowledge about times the Holy Spirit has shaped the Church and what the influence of the Holy Spirit has been, with Scriptural references.

5-6: A **fair** attempt at a detailed account which describes ways in which the Holy Spirit can be seen in Scripture.

1-4: A **simple** description of some of the views of the Holy Spirit that point towards why each might be important.

Effort	Description
A	Excellent presentation and SPG.
B	Good presentation and SPG.
C	Mostly appropriate presentation and key words spelt correctly.
D	Limited attempt at neat presentation and SPG.

HOLY SPIRIT EXTENDED WRITING

"The Holy Spirit is the most important influence on the Church." Discuss.

Your answer must have

1. An introduction that states your point of view on the question
2. A paragraph for your view
3. A paragraph against your view
4. A conclusion

- Each paragraph should follow a PEEL structure
  - P- Point that regards directly to the question. It should not be an example or evidence
  - E- Evidence to support the point. It might be a case study or Biblical example
  - E- Explain why this evidence is relevant and how it links to the point
  - L- Link back to your view and show how you have answered the question

Thursday, 22 October 2026

TITLE: Extended Writing

Review Questions

1. What does the phrase *Imago Dei* mean?
2. What is the specific source of authority (Bible book in this case) where it comes from?
3. What issues have we studied that relate to / show this teaching?



What is freedom? Is it always good for us to do what we want?

Extended writing: "How does the Catholic understanding of *Imago Dei* shape our view of human dignity?"

The concept of Imago Dei - that humans are created in the image and likeness of God - is central to Catholic thought. In what ways does this idea influence how Catholics understand and approach human dignity? How do the teachings in Genesis 1-2, as well as Jesus' example and Catholic Social Teaching inform a Catholic perspective on the inherent worth of every person?

Mark /10
9-10: An insightful and nuanced exploration of Imago Dei and human dignity. The essay demonstrates a deep understanding of the relevant scriptural passages and Church teachings. It offers thoughtful reflection on how belief in Imago Dei should shape a Catholic's view of self, others, and moral responsibility. **7-8:** A well-developed discussion of Imago Dei and its implications for human dignity. The essay shows a solid grasp of key concepts from Genesis and Catholic doctrine. It considers how Imago Dei applies to valuing human life and treating others with respect. **5-6:** An adequate explanation of Imago Dei and human dignity. The essay displays basic knowledge of the creation accounts and Jesus' example. It makes some connections between Imago Dei and the dignity of the human person, **1-4:** A limited treatment of Imago Dei and human dignity. The essay states general ideas about humans being made in God's image, but offers little substantive reflection.

Effort	Description
A	Excellent presentation and SPG.
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IMAGO DEI extended writi

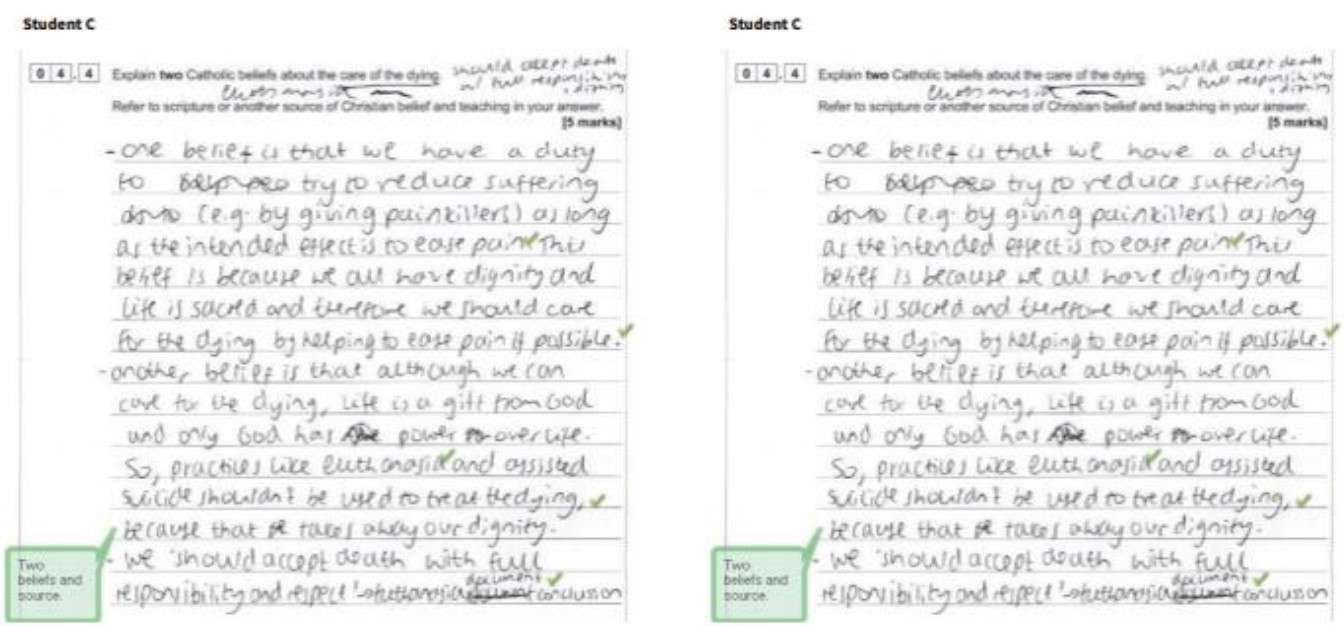
- How does the Catholic understanding of *Imago Dei* shape our view of human dignity?

2 paras FOR

2 paras AGAINST

YOUR OPINION

12 Mark Guide Bookmark
Some Catholics believe that/might argue that
For example... This is in the ... {Quotation and source}
This means that...
Additionally another reason is...
This is seen in... {Quotation and source}
This is a strong argument because...
Other Catholics believe/disagree/might say...
For example in ... {Quotation and source}
Following this point a second reason is that...
This is in the ... {Quotation and source}
This is the weaker argument because...
In my opinion/ my judgement the most compelling argument is that...
This is the overall stronger argument because...



Student C

0 4 . 4 Explain **two** Catholic beliefs about the care of the dying. should accept death w/ full responsibility, dignity

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/pro 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 the power over life. So, practices like euthanasia and assisted suicide shouldn't be used to treat the dying, because that is takes away our dignity.
- we should accept death with full responsibility and respect [illegible] argument conclusion

Two beliefs and source.

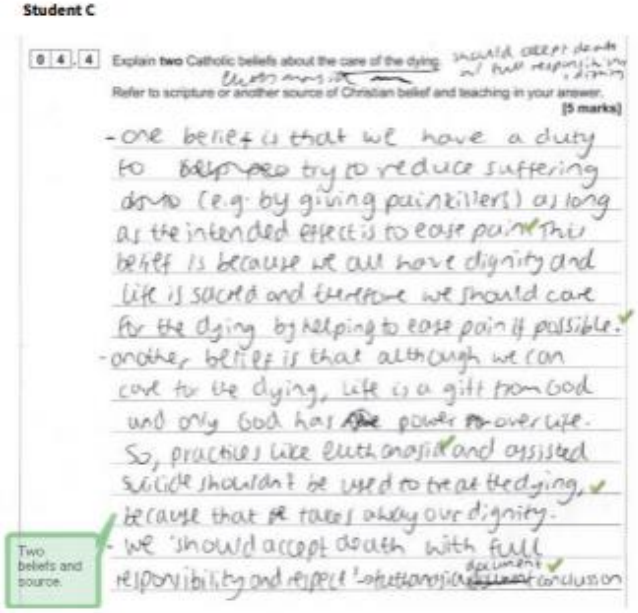
Student C

0 4 . 4 Explain **two** Catholic beliefs about the care of the dying. should accept death w/ full responsibility, dignity

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/pro 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 the power over life. So, practices like euthanasia and assisted suicide shouldn't be used to treat the dying, because that is takes away our dignity.
- we should accept death with full responsibility and respect [illegible] argument conclusion

Two beliefs and source.



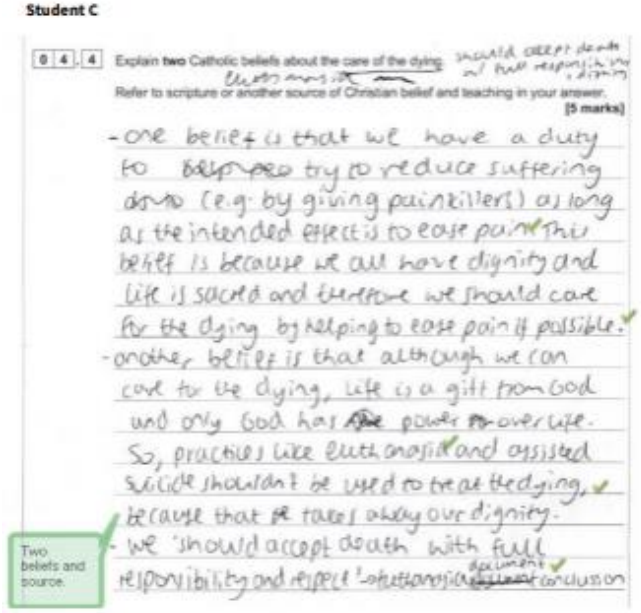
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- we should accept death with full responsibility and respect [illegible] argument conclusion

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Student C

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- we should accept death with full responsibility and respect [illegible] argument conclusion

Two beliefs and source.

2 → 2.5 pages of A4

Thursday 25th September 2025 (Day 26th September 2nd)

R.E. Essay

The Beginning of Life and Imago Dei

The Bible begins with the story of creation, where God made the world and everything in it. In the Book of Genesis, it says that God created humans in His own image. This idea is called Imago Dei, which means 'Image of God'. It means that every person has a special connection to God because we reflect some of His qualities, like the ability to love, think, and choose. Being made in God's image gives every person value and shows that human life is important.

Equal Dignity and Personhood

Because everyone is made in God's image, all people have equal dignity. This means that no one is better or more important than anyone else. Every person is unique and has worth just because they are human. Personhood means that people have minds, feelings, and souls, making them different from animals or objects. This idea helps us understand why we should treat others with respect and kindness, no matter who they are or where they come from.

The Sanctity of Human Life

The Sanctity of Human life means that every human life is holy and must be respected from the moment of conception to natural death. The Bible teaches this in Genesis 1:27, which says it is

God cares for us even before we are born. The Catholic Church teaches that life must be protected at all stages. The Catechism of the Catholic Church (CCC 2270) says, "Human life must be respected and protected absolutely from the moment of conception." This is why the Church speaks against abortion, euthanasia, and anything that harms human life. Respecting life means treating all people - born or unborn, young or old, healthy or sick - with love, care and dignity.

Free Will and the Sacrament of Marriage

Free will is the ability to make choices for ourselves. God gave humans free will so we could choose to love Him and one another. In Deuteronomy 30:19 God says "I have set before you life and death, blessing and curse. Now choose life, so that you and your children may live." This shows that God wants us to make good choices and loving choices. In the Catholic Church, marriage is a holy sacrament where a man and a woman freely choose to love and support each other for life. The Catechism of the Catholic Church (CCC 1601) teaches that "the matrimonial covenant ... is ordered toward the good of the spouses and the procreation and education of offspring." This means that marriage is not just a personal relationship, but a sacred promise before God that helps us build families and society.

Catholic Social Teaching (CST) helps us understand how to live together justly and lovingly in society. One key principle is the dignity of the human person, which means everyone deserves respect. Another is the common good, meaning that society should be organised so people can thrive. Micah 6:8 says, "What does the Lord require of you? To act justly and to love mercy and walk humbly with your God." This reminds us to live with justice and love for others. [redacted] in

respecting the transcendent dignity of man." The communal dimension of moral life means we are responsible not just for ourselves, but for others - especially the poor, the vulnerable, and those treated unjustly. We are called to love our neighbour and build a better world together.

[redacted]

This is absolutely superb. It wonderfully forms on Scripture + Church teaching.

Now, forms on some of the challenges of living out these teachings, eg, CST. How, & get more

10A AP.

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 ~~her~~ 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 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 as 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

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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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



1 - 1.5 pages of A4 Year 7

1.5 - 2 pages of A4 Year 8

2 - 2.5 pages of A4 Year 9

3 - 3.5 pages of A4 Years 10-11

- look in his book – he'll bring it home after every lesson – what does his presentation and detail say about his commitment?;
- Be organised – doing homework on the night it's set allows time to get help, e.g.: if the work is due in a week;
- Check Bromcom for essays, revision resources and behaviour (good and bad) – does tech and printer work?;
- make the subject part of your regular conversation and life – e.g.: the news, radio in the car, theme in TV show…?

2. Get him reading – National Literacy Trust – excellent website!

- 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

English- Mrs L Crampton

THE JOHN FISHER SCHOOL

English in Year 9

Miss E. Johnstone
Key Stage 3 Co-ordinator for English

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

Mrs S. Ryder
Subject Leader for English

The spiral curriculum that students have been following since Year 7 has been designed to build on core skills from the Key Stage 2 curriculum and to encourage students to be able to use these skills more independently.

In Year 9 there is also a further focus on the transition to GCSE and building skills to prepare students to study a GCSE in BOTH English Language and English Literature in Year 10 and 11.

KS3 English – Year 9 Programme of Study

YEAR 9 GCSE ENGLISH

Although they will not be completing content for their GCSE this year, students will be **developing skills** vital for them to succeed in their GCSEs, with the overarching topic of Collective Responsibility.

'Learn to do good; see justice, correct oppression, bring justice', Isaiah 1:17

HALF TERM	TOPIC	PREPARATION FOR:
1	Steinbeck: Of Mice and Men	Literature
2	Steinbeck: Of Mice and Men	English Language
3	Poetry – Pre 20th century poetry	Literature Paper-Poetry/Unseen poetry
4	Drama unit: Tragedy	Literature: Macbeth
5	Non fiction reading and writing- Crime and Punishment	Language paper 2, including 19th century introduction and spoken Language skills
6	Culture and Identity	Context for Literature texts Language Paper 1 and 2

One lesson a fortnight is a dedicated to our class reader.

Each class reader is chosen to compliment our scheme of work and demonstrate how wider reading can influence our understanding of texts.

Our current class reader is 'Welcome to Nowhere'.

What can I do to help my son?

Encourage your son to revise little and often through the year to establish their study skills and prepare them for GCSE. This could include – learning key vocabulary and terminology from their glossary, revisiting previous units, learning contextual information and key quotations and practising writing both analytically and imaginatively.

Visits to museums, galleries and even local areas. For example – a visit to the Globe Theatre (Tragedy Unit) or a visit to the Imperial War Museum (Culture and Identity Unit) will make this year both relevant and relatable.

We cannot underestimate the power of 'modelling' good practices…let your son see and hear you reading little and often.

Make time to sit down and eat together once a week, all electronic devices off and talk! It makes a huge difference to the verbal skills of students. Watching the news is a great way to discuss wider cultural issues.

Assessments

- Knowledge Quizzes

Assessed on content covered over a fortnight / part of the Unit.

- End of Unit Assessment

Assessed on the content covered in the Unit. May include sections on spelling, key terminology, literary devices, and extended writing – creative or analytical

- End of Year Assessment

Further information on the next slide.

The assessments will provide opportunities for Dedicated Improvement and Reflection Time (DIRT time).

Students will achieve a mark, which will form part of the percentage they are reported on. They will also be given feedback on what has gone well and which areas they may still need to improve.

Assessments are kept in school by the teacher in a separate folder to their classwork.

End of Year 9 Assessment for English

- All Year 9 students will sit a paper at the end of the year which tests their knowledge of key terminology, factual understanding and analytical skills of the units taught this year. This will include:

  - Of Mice and Men
  - Tragedy
  - Poetry Through the Ages
  - Crime and Punishment Non-Fiction Reading
  - Creative Writing

- The assessment will have a variety of multiple choice, short answer and extended responses.
- Data from this assessment is used in the banding of students for their GCSE class. Class sets will then be decided using this data in addition to data from internal assessments, KS2 and CATs data may also be used when deciding GCSE classes.
- All classes are taught the same information across streamed and unstreamed classes in Yr 9.
- You will receive a letter with further details about the assessment from Mrs Ryder, Head of English.

English GCSEs – What does this mean for your son?

- The GCSE exams are awarded as 9-1 grades.
- All students complete 2 English GCSEs.
- English Language Exam board: AQA
- English Literature Exam Board: OCR
- All students will sit their examinations at the end of Year 11.
- SPaG is worth 30% of their English Language paper.
- Spoken Language is a component of the GCSEs and awarded separately (P, M or D)
- Year 9 is a GCSE core skills preparation year.

GCSE English Literature - OCR

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

PAPER 1 – 50% 1hr 45 80 MARKS	**PAPER 2 – 50% 1hr 45 80 MARKS**
❑ **Paper 1: Section A 25% 1 hr** **READING** 1x Unseen Reading Fiction Q1 **Multiple Choice** Question (4 marks) Q2 **Language Analysis** Question (8 marks) Q3 **Structure** Question (8 marks) Q4 **Viewpoint** Question (20 marks)	❑ **Paper 2: Section A 25% 1 hr** **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** 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 take place in the Summer Term of Year 10 and are always a great opportunity for students to share their individual interests and opinions with their peers.
These are graded as Pass, Merit or Distinction.

Look out for my letter…

In the Summer Term of Year 9 you will receive a letter about purchasing the GCSE texts required for English Literature.

We offer these as a bundle to ensure it is more affordable than purchasing each book separately.

Some students may already have copies of these texts at home/handed down from an older sibling

- ***Macbeth*** **– William Shakespeare (978-0198324003) RRP £6.99**
- ***An Inspector Calls*** **– J.B. Priestley (978-0435232825) RRP £9.99**
- ***Dr Jekyll and Mr Hyde*** **– EMC combined text and course book (9781906101374) RRP £20.00**