

Year 11 Information Evening

Head of Year: Miss S Sayers

Senior Leadership Team Link: Miss S Lovelock



THE JOHN FISHER SCHOOL

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

Speakers this evening

Miss Sayers (Head of Year 11)

Mr Hall (Head of Chemistry and Y11 form tutor)

Mr Stanton (Head of Maths)

Miss Carquez (English Teacher, Literacy & Research Lead, Deputy-Designated Safeguarding Lead)

Mr Smith (Head of RE)

Dates for the diary

- PPE1 (w/c 13 Oct.)
- IM data drop & Parents'/Carers' Evening (27 Nov.)
- PPE2 (Feb.)
- IM data drop (Feb.)
- Written comments – Tutors (Apr.)
- GCSEs (May)

There will be a sixth form open evening as well (5 Nov), and a deadline from sixth form (5 Dec) and other settings to apply for Y12 (the year team will be writing references).

Year 11 – Tutor Information



Form Tutors:

11JGH – Mrs Ghodbhani (English)
11SRY- Mrs Ryder (English)
11LCR - Mrs Crampton (English)
11PJH- Mr Johnson (Maths)
11SGA- Mr Gamage (Maths)
11PHA- Mr Hall (Science)
11JBR- Ms Bryant (Science)
Mr Hassan (Science-Tuesdays and Fridays)

Monday	Tuesday	Wednesday	Thursday	Friday
Exam and Revision support	Morning Prayer (Chapel)	Core Intervention	Tutor quiz	Year Assembly

Tutor time intervention



- Tutors are core subject teachers (English, Maths and Science) and students have been placed into one of these according to Y10 PPE data.
- This has been done to optimise progress.
- Subject specific interventions are taking place every Wednesday morning in tutor time. This will go to twice a week following the October PPEs and then 3 times per week next year.
- Some minor changes to student's subject placement will be made after the October PPEs, and based on their engagement in tutor times.
- Tutors are completing exam and revision skills lessons and booklets, and are still pastoral support/first point of contact for students and parents.

What will the intervention look like?



Retrieval tasks

Worksheets

Past papers

Problem solving

Targeted areas for improvement



Intervention timetable

	Monday	Tuesday	Wednesday	Thursday	Friday
Before School		History Room 71 8.10-8.40	History Room 70 8.10-8.40		
Lunch time	Chemistry room 131, PPE Revision Room 5 - 1pm- 1.30pm	Physics Room 170	Maths revision - SGA	Maths revision - SGA	Biology Room 231
After school	ARE-Product Design Support 3.35 -4.35 11B9 DT Only / PDI Product Design Support 3.35 -4.35 11A9 DT Only. GCSE Business Room 109 English room 102		RE 3.30-4.30 - Room 75 Computer Science 3:30-4:30 room 3	Geography Intervention 3:30-4 BTECIT 3:30-4:30 - room 2	

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



- 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.

Stepped Approach



1 Rule reminder

The teacher does **not** have to say 'Rule Reminder'.
Could be 'Now is not the time to speak' for example.

2 Warning & Success criteria

If you're **late**, you start here.

3 Demerit & Class teacher response

Depending on the nature of the offence, you can go straight to step 3 or further.

4 Departmental response, consequence **student removal**

5 Pastoral referral, culture –walk call out. BSR

**Additional Demerits: Homework,
Uniform**

New detentions system



Same day detentions started this week:

2 demerits- 20 minutes

3 demerits- 40 minutes

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

- 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 will also resume soon.
- Saturday detentions will resume soon.

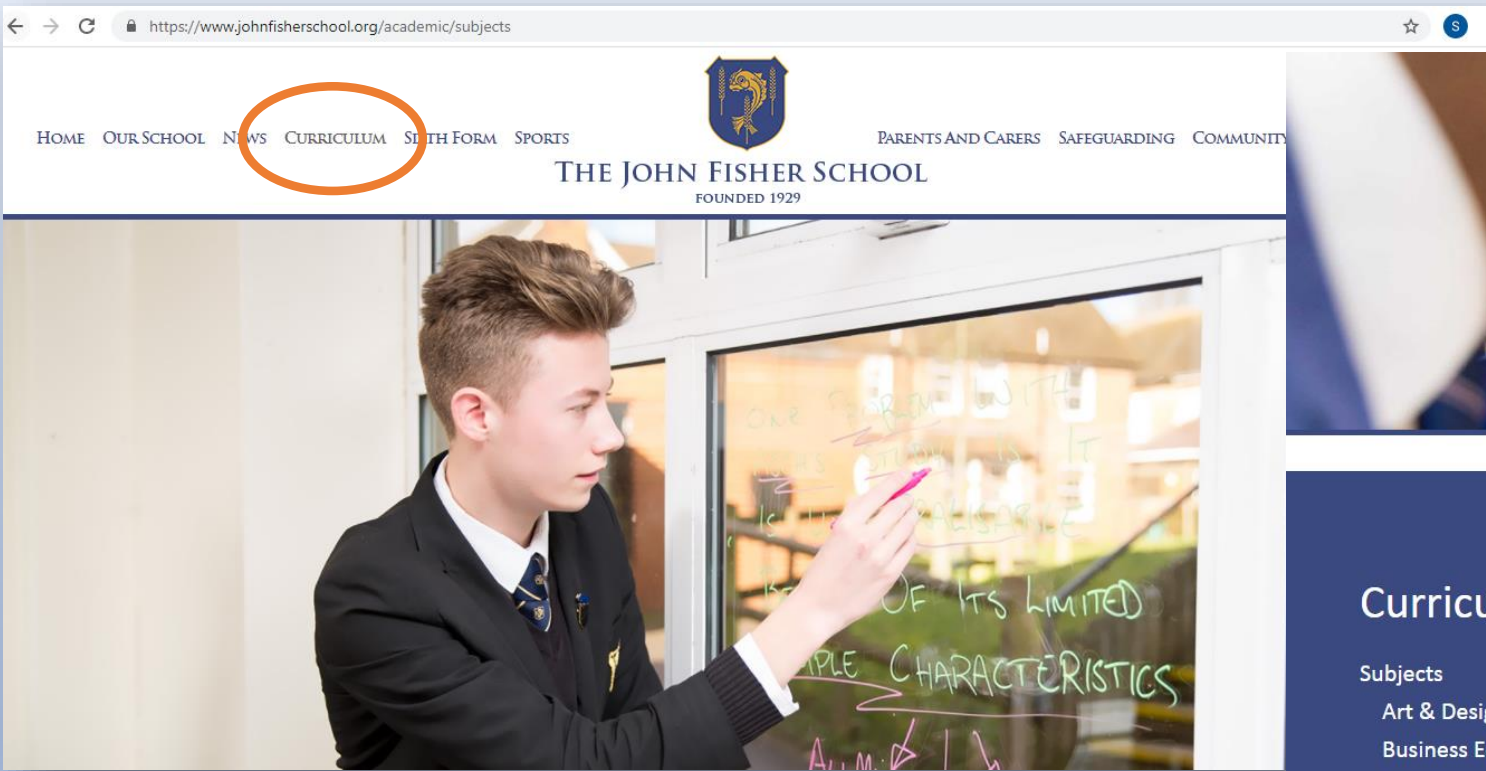


- We have now moved over to bromcom from edulink.
- Student have been set up with bromcom log ins during tutor time, if they have not managed to do so thus far- IT will be helping with this over the coming weeks.
- Please sign up to MCAS (My child at school) which has been sent to you.

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

Working together to improve school attendance



THE JOHN FISHER SCHOOL

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School Attendance - The Law



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



Persistent 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 'Saturday detention' on Saturday for 3 hours between 9:00am and 12:00pm.



The John Fisher School Sixth Form

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



Applications For JFS Sixth Form For Sept 2026 Start



The John Fisher School Sixth Form

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



SEP

Y11 Student Poll closes & options blocks are built to accommodate most popular choices

NOV

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

FEB

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

JUN

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

SEP

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



OCT

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

DEC

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

MAR

Latest date by which conditional offer letters sent to all students

AUG

Enrolment begins on GCSE Results Day.

JFS student priority is 8.30-10.30am.

Enrolment closes Tue 25th Aug @ 3pm.



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Summary:

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

Order of Processing

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

A. GCSE Results Day 8.30am - 10.30am

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

B. GCSE Results Day 10.30am – midday

External students with a formal offer letter

C. GCSE Results Day midday – 2pm

External walk-in students from ‘partner schools’

D. By Appointment After GCSE Results Day

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

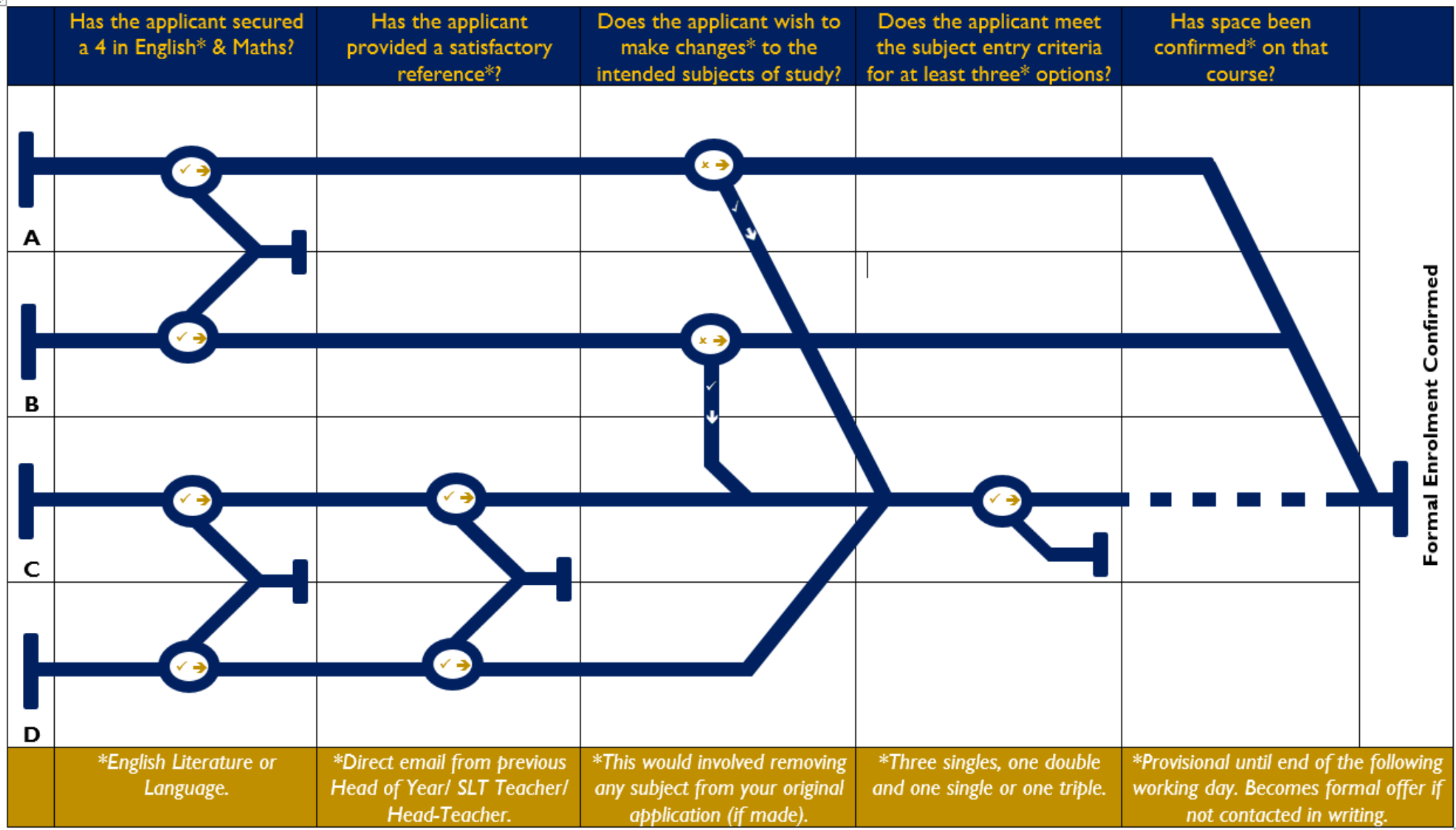


The John Fisher School Sixth Form

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Enrolment Pathways:





The John Fisher School Sixth Form

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



Clarification for Applicants Whom...

Wish to make Changes to their Original Application:

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

Wish to Enrol Without a Confirmed Reference:

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

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

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

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

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

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

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

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

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



The John Fisher School Sixth Form

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Full Details/Break Down:

Johnfisherschool.org > Admissions > Sixth Form Admissions

johnfisherschool.org



THE JOHN FISHER SCHOOL

ADMISSIONS CATHOLIC LIFE NEWS & EVENTS PARENTS

SIXTH FORM ADMISSIONS

The John Fisher School Sixth Form welcomes applications from boys of all faiths or none from other schools.

The John Fisher School offers a wide range of courses at A Level and BTEC, complemented by an extensive offer of enrichment activities. Students at the John Fisher School perform extremely well at A Level and BTEC, and the vast majority of students progress to higher education with many students going on to study at Russell Group universities.

In addition to our nationally recognised excellence in sport and music, students can enhance their learning through the Extended Schools Programme. It is our intention that students leave John Fisher School with as broad an experience as possible during their two years in the Sixth Form.

The Sixth Form offers those students who performed particularly well in the GCSE exams the opportunity to following an accelerated program in maths and science. Similarly high achieving students are given the opportunity of completing and Extended Project Qualification, which universities see as extremely valuable qualification.

The Sixth Form offers a comprehensive PSHE and tutoring system and we take great pride in guiding students through this very important stage of their education. Additionally, students have the opportunity to take on positions of responsibility and leadership in the Sixth Form.

PROSPECTUS

OPTIONS BLOCKS 2025-2027

SIXTH FORM ENROLMENT DAY

INTERNAL APPLICATION FORM

EXTERNAL APPLICATION FORM

OCTOBER	Applications open to all students on the first Monday after the half-term break
NOVEMBER	Open Evening for all prospective students (exact date to be confirmed on website)
DECEMBER	Deadline for applications is the first Friday of December for all students
FEBRUARY	Interviews take place with external students
MARCH	Provisional offer letters sent to all students
JUNE	The first Friday in June is the final date for any changes to applications
AUGUST	Enrolment begins on GCSE Results Day. (Please see the link to 'Sixth Form Enrolment Day Plan' below for further details on the enrolment process)
SEPTEMBER	Year 12 Induction Day (exact date to be confirmed on enrolment days) to complete the application process and secure their place)

Please note that any prospective student must follow the above process (where necessary) to secure their place. It is not possible to enrol students virtually and must be done in person. Please ensure your son is available to attend one of the enrolment days in person and be mindful of this when booking any holidays and/or trips away. Any student who does enrol but does not attend the Induction Day, may lose their place at the JFS Sixth Form. Any applications received outside of the above timescales will only be processed if there are spaces remaining. Due to the extremely high volume of emails received in the Summer Break, please assume any late applications made are unsuccessful unless you receive a response from the school to say otherwise.

Links to:

- Prospectus
- Options Blocks
- Enrolment Day Process
- Internal Application Form

All information is currently for last year's entry. Full updates published by end of Oct with applications open from Mon 3rd Nov to Fri 5th Dec

A stylized, dark blue fish logo is positioned on the left side of the image. The fish is facing left and has a circular eye with a spiral pattern. Its body is composed of several vertical, segmented sections, each with a series of small, dark blue dots. The fish's tail is also segmented and features a similar dot pattern. The entire logo is set against a solid dark blue background.

Science

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
Th	Do
Ty	Dg
Td	De
Dr	Dn

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:**

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



Scheme of Work:

- AQA science (Separate or Combined Trilogy) Specifications are on the AQA website.
- Order of curriculum for your son's year can be found on the Year 11 Google Classroom.
- Revision Guides: I recommend CGP, they have a vast array of supporting materials www.worldofbooks.com 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.

The more students focus on being reflective and using EOTs to improve and grow their skills the better equipped they will be approaching public exams in the future.
We want your son to achieve in science, working together will help us achieve this. Please do check the homework he is set online, quit him on what he is learning, encourage him to ask us for help if needed and to check in on his progress.

Google classroom details
STAFF: MAKE SURE ONLY ONE YEAR GROUP IS VISIBLE**
Year 7 <https://classroom.rodde.com/j2/NwNMDMNTZNDREZ5GCF5H76>
Class Code 29m7m
Year 8 <https://classroom.rodde.com/j2/NwNMDMNTZNDREZ5GCF5H76>
Class Code 29m7m
Year 9 <https://classroom.rodde.com/j2/NwNMDMNTZNDREZ5GCF5H76>
Class Code 29m7m
Year 10 <https://classroom.rodde.com/j2/NwNMDMNTZNDREZ5GCF5H76>
Class Code 29m7m
Year 11 <https://classroom.rodde.com/j2/NwNMDMNTZNDREZ5GCF5H76>
Class Code 29m7m

Stick Educake Login Here

Educake
Patrick O'Neill
Year: 11, Class: 11TY/Ph, 11TY/B1, 11
User: patricko099
Password:

Pupil Sign _____ Date _____
Parent Sign _____ Date _____

A guide to Assessments in Science, EOTs, QLA's and DIRT
Students are taught in topics. The topics for each term, as well as a wealth of supporting resources can be found on the Science Google Classroom for your son's year group.
Please note only students can join the group and will need their John Risher email address and login details.
Your son will be set an Educake Quiz of around 20 questions halfway through his topic- this tests his knowledge of the topic and allows him to see how well he is doing. He will receive feedback on his exercise book. His teacher will set upon the Educake test feedback to reinforce correct knowledge that has been learned.
At the end of every topic an end of topic test will be set (EOT). These are written exam style questions.
A minimum of a week's notice will be given for an end of topic test and revision resources for it can be found on the Science Google Classroom- this not only includes content but study skills too.
The test will be marked by the class teacher.
Answers will be gone over in class and students correct their tests.
A breakdown of the answers is given to each member of the class this is called a QLA (question level analysis).
Parents need to sign their son's QLA. It will help you keep track of their progress in science. If in year 9-11, they will also receive one after any whole year mock exam too.
For each question is the subject it focused on, the marks available and the marks achieved by the student. Depending on how a student did determines the colour the question turns.
Key:
Full marks
Most of the marks
Some of the marks
None of the marks
Question not attempted

At the bottom of the QLA there is a DIRT (directed improvement and reflection task) e.g.
DIRT Task Assigned
For Science: Using the home learning booklet on Google Classroom. Find pages 14 and 17. Copy and label 3 of the cell diagrams. Underneath for each label describe what the role of that part is. You may have to research for some of these.

The DIRT assigned will be focused on a student's weaker area or an area that would benefit from being improved.
DIRT can be done in class or set as a homework. The DIRT is mainly self or peer assessed with a teacher checking over it.



Mrs Woolcock's Expectations

1. Be on **time**
2. **Listen** and follow instructions first time
3. Show **respect** to everyone in the classroom
4. Put up hands to ask **questions**
5. Allow others to **learn**
6. Always, always try your **best**
7. *Write a target for yourself*




Specifications:

- AQA Combined Science Trilogy (formally known as dual award) at foundation and higher tier
- AQA Separate Sciences (formally known as triple science)
 - **Sets Th, Ty and Td are covering higher tier separate science**
 - **Sets Dr and Do are covering higher tier combined science**
 - **Sets Dg, De and Dn are covering foundation tier combined science**
- The final exam entry decision will be made after the PPEs this year- the next being in October then another in February.
- Your son's set can be changed based on his academic performance throughout the year with in his band.



Each Exam

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



Chemistry

Topic X

Student A

10Ty

Mrs Woolcock)

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
ia	Energy, moles and gas volume calc	0 / 4
d	Energy, moles and gas volume calc	7 / 4
a,b	Energy, moles and gas volume calc	6 / 4
d,e	Energy, moles and gas volume calc	7 / 4
7	Analysis of data and graph work	1 / 7
8	History of structure of the atom	2 / 5
9	Electrolysis	3 / 8
10a	Definition activation energy	0 / 1
10b	Calc: reacting masses and limiting	1 / 4
10c	OILRIG ionic equaitons	4 / 4
11a	Energy profile diagrams	2 / 2
b, c	Hydrogen fuel cells	2 / 4
11f	Energy, moles and gas volume calc	0 / 4
21		0 / 0
22		0 / 0
23		0 / 0
24		0 / 0
25		0 / 0
Total:		54 / 87

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

Parent Task Assigned

Please complete a mindmap on the properties of covalent bonds

Your Mark

54

Class Average

46

Parent Signature

Google Classroom



- Class Code: zk2g2ge
- Your son needs to join to access his home learning booklets




Year 11 Science

Stream Classwork People Grades

[+ Create](#)

All topics ▾


 Year 11 PPE's Due Oct 14

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Year 11 Curriculum ⋮

 Year 11 Curriculum Edited Sep 8

Useful Resources/Material ⋮

 Revision Techniques Posted Sep 8

 2024 Physics Equation sheets Posted Apr 16

Google Classroom






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





Year 10 Science

Stream Classwork People Grades

Useful Resources/Material

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

Biology Paper 1 Resources

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



- October
- Will cover paper 1 content- chapters 1-4 for biology and physics, 1-5 for chemistry
- Google Classroom- there is a google classroom set up that has checklists and revision materials. Letter was sent to parents 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.



- As per the letter sent out to parent before the 6 week school holiday, the first round of PPEs we will be using to decide who will continue separate science and who will do combined science.
- A students getting 4 and 5's in separate science will benefit from being moved to the combined 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
			6
		5	5
C	C	4	4
D	D	3	(3)
E	(E)	2	
F		1	
G			
U	U	U	U



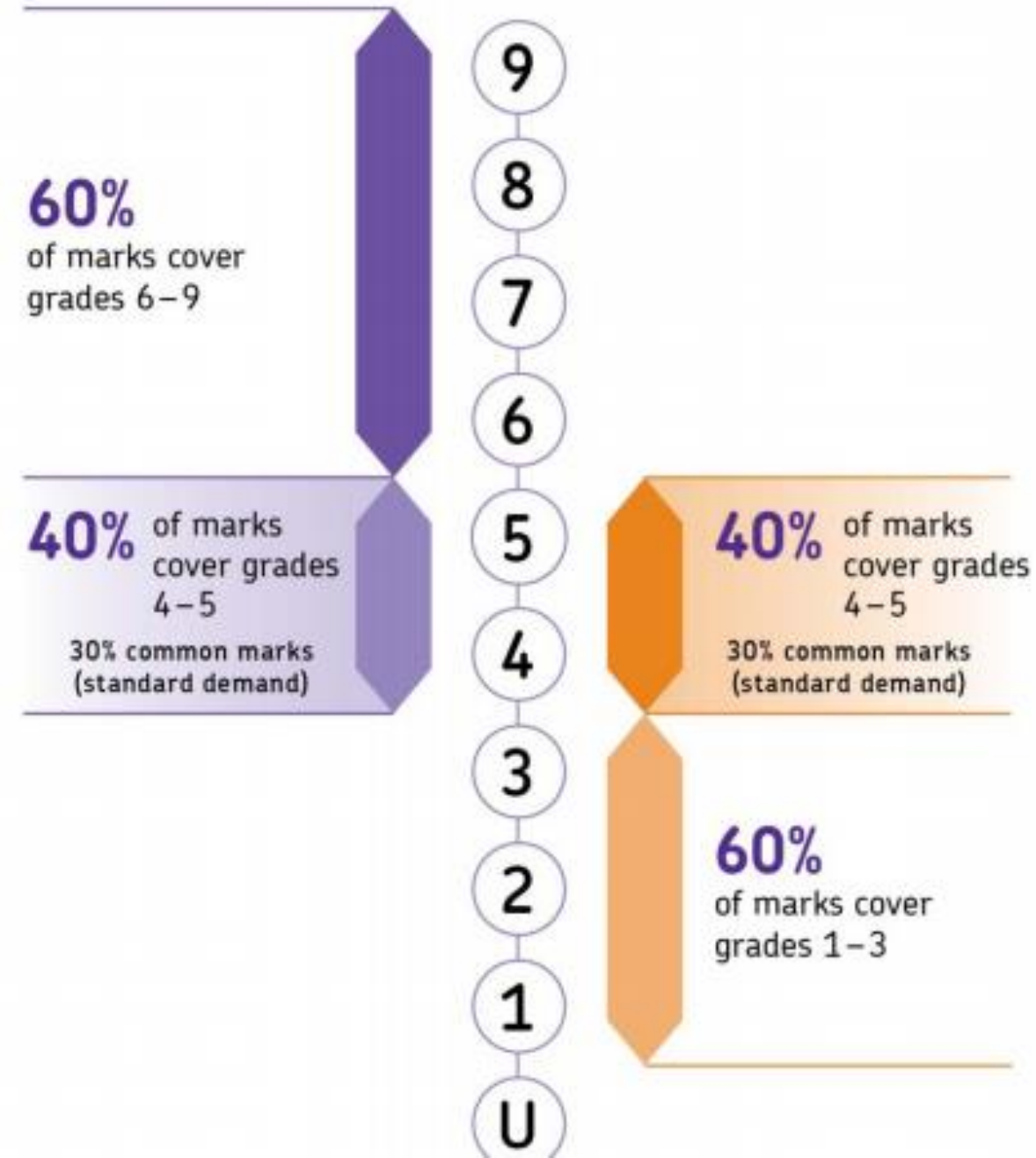
HIGHER TIER

FOUNDATION TIER

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

Combined
science grades
are:

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





Additional Support

- **There will be a drop in session one lunch time a week per science**
 - **Monday lunchtime: Chemistry**
 - **Tuesday Lunchtime Physics**
 - **Friday Lunchtime Biology**
- **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**



Maths Dept

Post Holders

Subject Leader

Mr D Stanton

KS4 Coordinator

Mrs Y Winkelman

Class Teachers

Set 1 Mr S Gamage

Set 5 Mrs Y Winkelman

Set 2 Mr P Johnson

Set 6 Mrs Z Ngyuen

Set 3 Mrs M Bibi

Set 7 Ms C McNeela

Set 4 Mr D Stanton

Set 8 Mr M Webb



External and Internal Examinations

Summer 2025 Exam Info

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

Sets 1 to 5 students are studying the HIGHER Tier

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

Sets 6 to 8 students are studying the FOUNDATION Tier

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

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

Paper 1 Non-Calculator

Paper 2 Calculator

Paper 3 Calculator

Students will 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.



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

Maths Revision



How to revise for Maths?

The best way to revise Maths is to practise questions.

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

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

How will the Maths department support?

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

Useful websites

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

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



General

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

Maths specific

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



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, Mrs Crampton and Mrs Ghodbhani

s.ryder@johnfishersschool.org

l.crampton@johnfishersschool.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

<u>PAPER 1</u> – Exploring modern and literary heritage texts 50% 2HR 80 MARKS (Closed texts)	<u>PAPER 2</u> – Exploring poetry and Shakespeare 50% 2HR 80 MARKS (Closed texts)
<input type="checkbox"/> Paper 1: Section A 25% 1h 15min TEXT: An Inspector Calls by JB Priestley Q1 Extract & Unseen Extract Comparison <u>AND</u> Q2 Character or Theme Essay Question	<input type="checkbox"/> Paper 2: Section A 25% 1 hr 15 mins TEXT: Conflict Poetry Anthology (15 poems) Q1 Poem & Unseen Poem Comparison <u>AND</u> Q2 Single Poem Analysis Essay Question
<input type="checkbox"/> Paper 1: Section B 25% 45min TEXT: Jekyll & Hyde by R. L. Stevenson Q1 Extract <u>Question</u> <u>OR</u> Q2 Character or Theme Essay Question	<input type="checkbox"/> Paper 2: Section B 25% 45 mins TEXT: Macbeth by William Shakespeare Q1 Extract <u>Question</u> <u>OR</u> 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
<p><input type="checkbox"/> 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)</p>	<p><input type="checkbox"/> 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)</p>
<p><input type="checkbox"/> Paper 1: Section B 25% 45 mins WRITING: Fiction Q5 Creative writing task</p>	<p><input type="checkbox"/> Paper 2: Section B 25% 45 mins WRITING: Non-Fiction Q5 – Extended persuasive/argumentative writing task</p>



Non-examination Assessment: Spoken Language

What's assessed

(AO7-AO9)

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

Assessed

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

Spoken Language Assessments 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 | <ul style="list-style-type: none">➤ English class notes and text➤ Revision World➤ BBC bitesize➤ CGP Revision Guides |
|--------------------|--|

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

Paper 2:

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

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

English Language (AQA)

Paper 1

Fiction text analysis & Creative writing

Revision materials available

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

Paper 2

Non-Fiction comparisons & Creative writing

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

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 discipline 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.



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

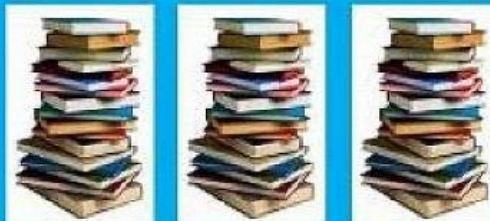
Reading each day is workout, similar to cardio training, for your brain.

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

Why read 20mins at home?

Student A

- * 20 minutes of reading a day
- * 3600 minutes per school year
- * 1800000 words per year
- * scores in the top 10% in standardized tests



Student B

- * 5 minutes of reading a day
- * 900 minutes per school year
- * 282000 words per year
- * scores average 50% in standardized tests



Student C

- * 1 minute of reading a day
- * 180 minutes per school year
- * 8000 words per year
- * scores in the bottom 10% in standardized tests



If a child starts reading 20 minutes per night in kindergarten, by the end of year 8, Student A will have read for the equivalent of 60 school days, Student B will have read for 12 school days, and Student C will have read for 3.

Want to be a better reader? GOOD! START READING!!!

Miss Carquez

Literacy and Research Lead

Revision



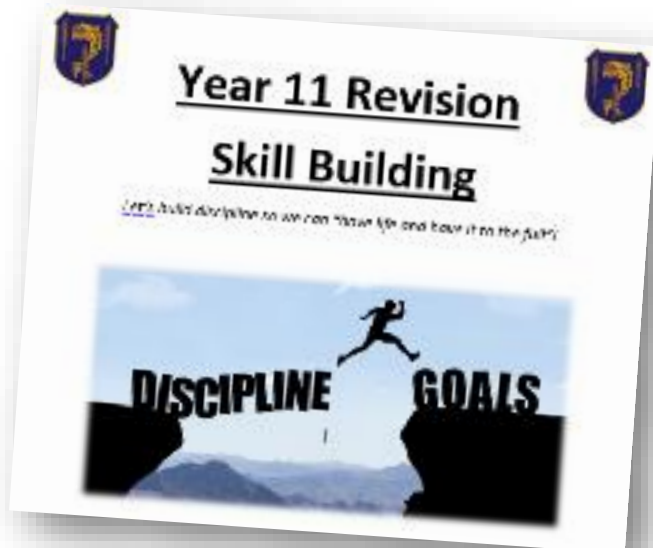
THE JOHN FISHER SCHOOL

Revision and intervention this year – what will be offered



Revision opportunities:

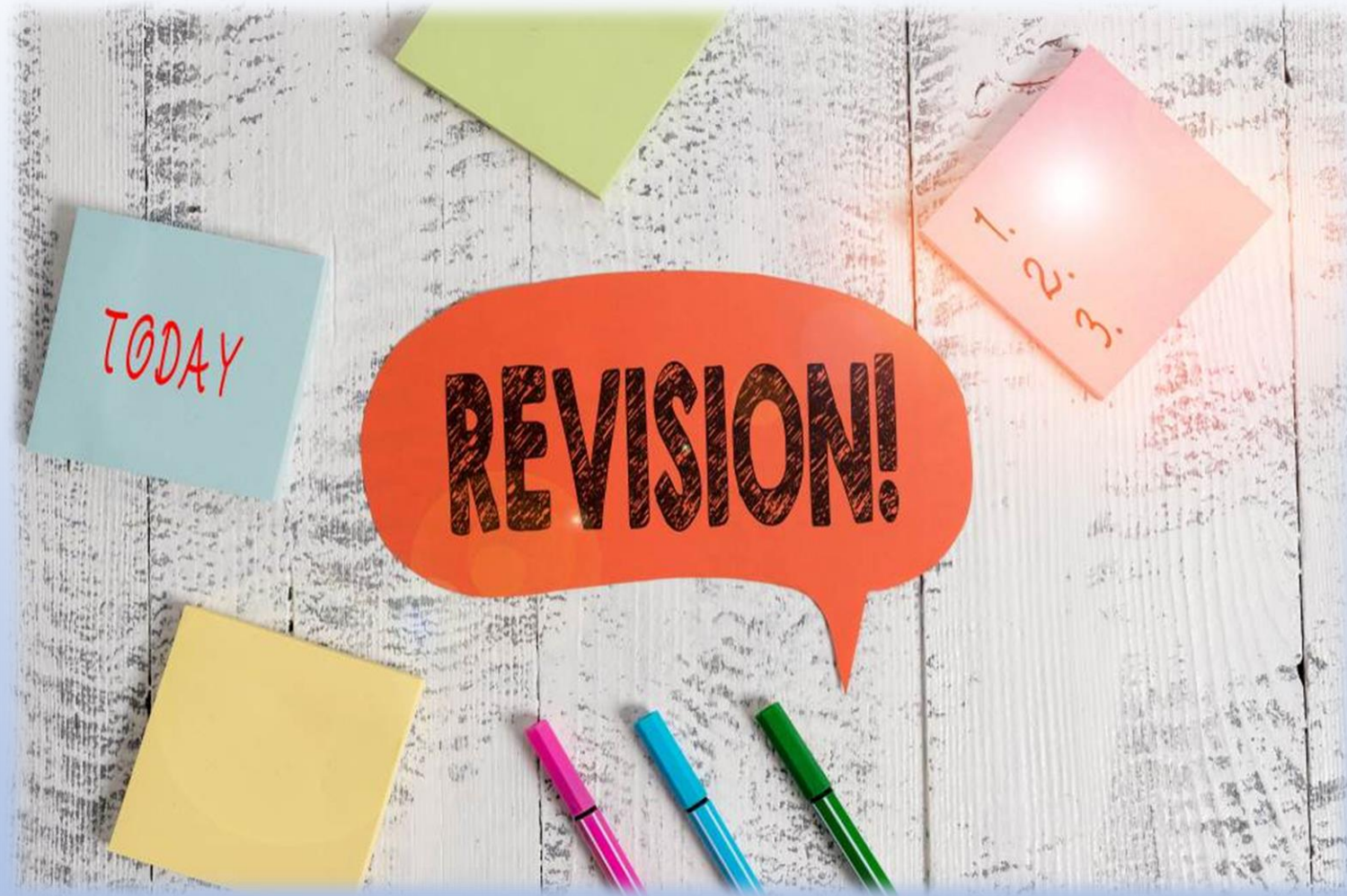
- Weekly Form Time sessions with specific revision skills focus building on their programme from Year 10
- LRC open Mon.-Thurs. at 8:30, lunch and until 4:30' laptop access for revision



Intervention opportunities:

- Subject level – short bursts, **invite only**.
- **Subject specific interventions in Form Time**
- Tutor Doctor for specific students
- SLT 1:1 meetings to discuss post-16 options and results in January





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



RECAP - The science behind revision and memory...



- When we learn something—even as simple as someone's name—we form connections between **neurons** in the brain. These **synapses** create new circuits between nerve cells.
- Those synapses get stronger or weaker **depending on how often we're exposed to an event**. The more we're exposed to an activity (like a golfer practicing a swing thousands of times) the stronger the connections.
- The **less exposure**, however, the **weaker the connection**, which is why it's so hard to remember things like people's names after the first introduction.

A Harvard Study revealed that our brain has limitations - human brains **only remember five to seven new pieces of information at one time**. This study explains why when we need to learn a vast amount of information, **cramming does not work**.



- **Spaced repetition** is how your brain is encoded to make memories. If you only go over something once, your brain discards that information, deeming it unimportant. It assumes that you won't need to reaccess it. The brain only strengthens memories that it encounters frequently.
- When we make a memory, the information doesn't get stored in one place. The information gets scattered over multiple locations all over the brain. If you go back to the topic over gradual intervals, the **synaptic connections** become stronger and stronger until you have pathways to recall that fact whenever you need.

Retrieval

Elaborate

Visualise/text

Interleaving

Move between different topics during a revision session

Spacing

Space out subjects/topics covered over time – not cramming into 1-2 days

Examples



What does an effective revision timetable look like?

3-4pm	Biology flashcards ③		English <u>memrise</u>	French <u>memrise</u>		History question	Break / Biology notes
4-5pm	Break	RE notes	Break / Chemistry question ⑤	Break	Biology flashcards	Break / RE notes ⑦	Chemistry notes
5-6pm	Maths past paper ④	Break / Maths questions	English notes	Maths questions	Break / Maths questions	RE past question	Break
6-7pm	Dinner & Homework	Dinner & Homework	Dinner & Homework	Dinner & Choir practice	Dinner	Dinner & homework	Dinner & Homework
7-8pm	Homework / Chemistry past paper	Break	Economics notes	Choir practice	Break	⑧	
8-9pm		History past paper		⑥	Break		

MON	TUE	WED	THU	FRI
4:00pm MATHS - HISTOGRAMS	4:00pm TECH - MATERIALS	4:00pm MATHS - AREA & VOLUME	4:00pm HISTORY - NAPOLEON	4:00pm MATHS - ALGEBRA
4:30pm	4:30pm MATHS - CUMULATIVE FREQUENCY	4:30pm	4:30pm MATHS - QUADRATICS.	4:30pm
5:00pm	5:00pm	5:00pm	5:00pm	5:00pm
5:30pm GEOG - POPULATION	5:30pm	5:30pm GEOG - ECONOMY	5:30pm	5:30pm GEOG - WEATHERING & EROSION.
6:00pm	6:00pm GEOG - TIDAL SYSTEM	6:00pm	6:00pm GEOG - TOURISM	6:00pm
6:30pm ENGLISH - LIT	6:30pm	6:30pm ENGLISH - LIT	6:30pm	6:30pm ENGLISH - LIT
7:00pm SCIENCE - CELL DIVISION	7:00pm	7:00pm SCIENCE - ANATOMY	7:00pm	7:00pm SCIENCE - ENZYMES
7:30pm	7:30pm COMPUTING - DATA BASES	7:30pm	7:30pm COMPUTING - NETWORKS	7:30pm





Timetabling Apps

- Some have a small cost for full access to all features (£1.99-6.99) but are amazing at helping organise and plan revision

Class Exams **Tasks** Holiday Xtra

Select Subject*

Math Chemistry Biology

Physics Computer Science

+ Add new

Title*

Task Title

Due Date* Time

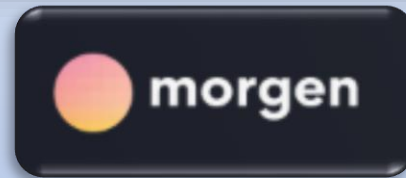
Fri, 4 Mar 2022 10:30 AM

Type*

Assignment Reminder Revision

Essay Group Project Reading

Meeting



Student Calendar - Timetable



Class Timetable



THE **POMODORO** TECHNIQUE

①



**Decide on the
Task That
You Need to
Do**

②



**Set the
Timer to 25
Minutes**

③



**Work on the
Task Until the
Timer Rings**

④



**Take a Short
5 Minute
Break**

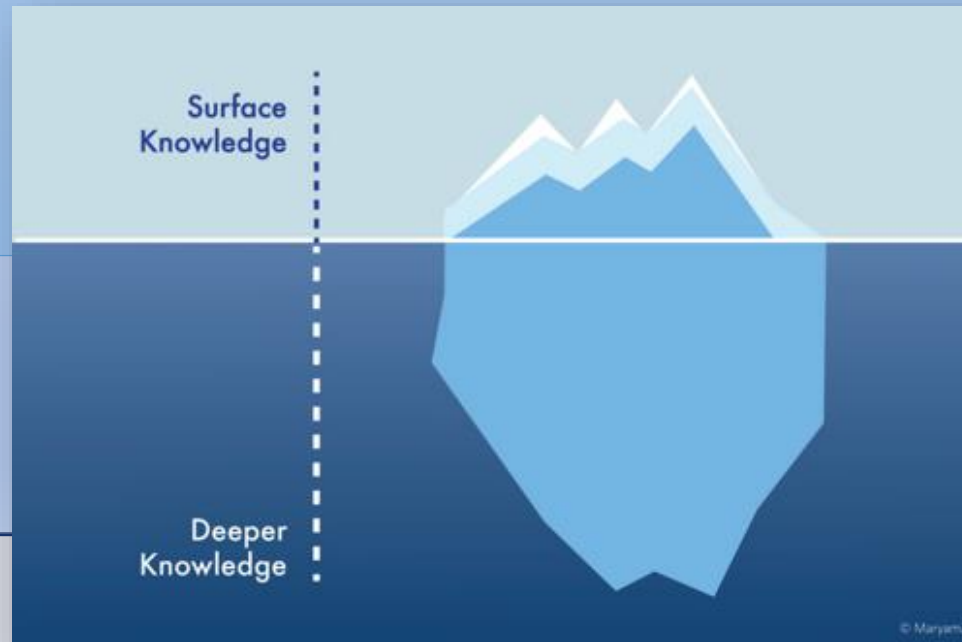
⑤



**After 4
Cycles Take a
15-30 Minute
Break**

What is *effective* revision?

- Involves **actively using** and **engaging** with information you have learned.
- Moves knowledge from **surface** to **deeper** levels.



Retrieval

Online quizzes, flashcards, practice papers

Elaborate

List similarities and differences; ask “why does... what if...”

Visualise/text

Mind maps, diagrams, timelines

Interleaving

Move between different topics during a revision session

Spacing

Space out subjects/topics covered over time – not cramming into 1-2 days

Examples

Give specific examples of key terminology

8 WAYS TO CHECK IF YOU REALLY KNOW SOMETHING

by @inner_drive | www.innerdrive.co.uk



How many of these can you do?

- 1 ANSWER A MULTIPLE CHOICE QUIZ ON IT ☒
- 2 EXPLAIN IT IN YOUR OWN WORDS ☒
- 3 TEACH IT TO SOMEONE ELSE ☒
- 4 APPLY IT TO A DIFFERENT CONTEXT ☒
- 5 COMPARE AND CONTRAST IT WITH SOMETHING ELSE ☒
- 6 ANSWER A QUESTION ON IT UNDER TEST CONDITIONS ☒
- 7 RECALL THE INFORMATION WHILST UNDER PRESSURE ☒
- 8 REMEMBER IT AFTER A LONG TIME ☒

Learning/Revision Techniques



Map It

Create a mind map of the key points.



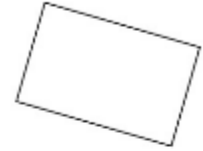
Journey It

Remember lists of information by placing images on a journey.



Index It

Transfer the key points to index cards.



Story It

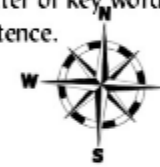
Create a weird and vivid story using the key points.



Mnemonic It

Use the first letter of key words to create a sentence.

A well known example:
Never
Eat
Shredded
Wheat



Click It

Create a presentation about the key points.



Flip It

Write questions and answers and flip it anywhere.



Timeline It

Place key points along a line in date order.



Sing It

Set key points to some familiar music/rap.



Record It

Use your mobile to record yourself explaining the key points and play it back regularly.



Post It

Write key words on to Post Its and stick them around your room.



Comic It

Create your own comic strip using the key points.



USING FLASHCARDS TO REVISE

by @inner_drive | www.innerdrive.co.uk

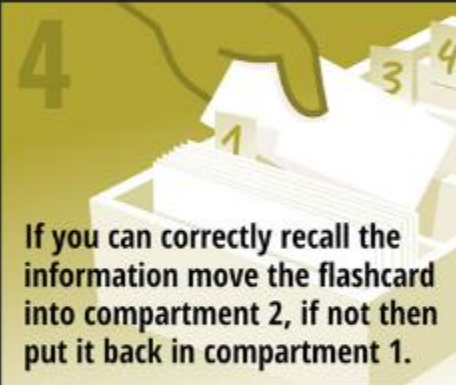


1 Split a box into 5 different compartments and label them 1 to 5.



Place all your flashcards in compartment 1.

3 Test yourself on a flashcard



If you can correctly recall the information move the flashcard into compartment 2, if not then put it back in compartment 1.

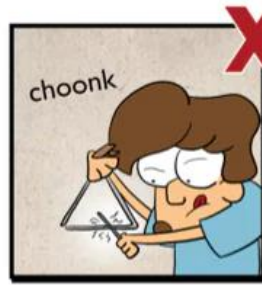
5 Continue to test yourself and each time you correctly recall the information, move the flashcard into the next compartment. Flashcards from compartment 1 should be reviewed daily, with flashcards from compartment 2 being reviewed every other day, compartment 3 every third day and so on.



Eventually, all your flashcards will have been transferred to compartment 5 and the information they contain stored in your long-term memory.

And remember...

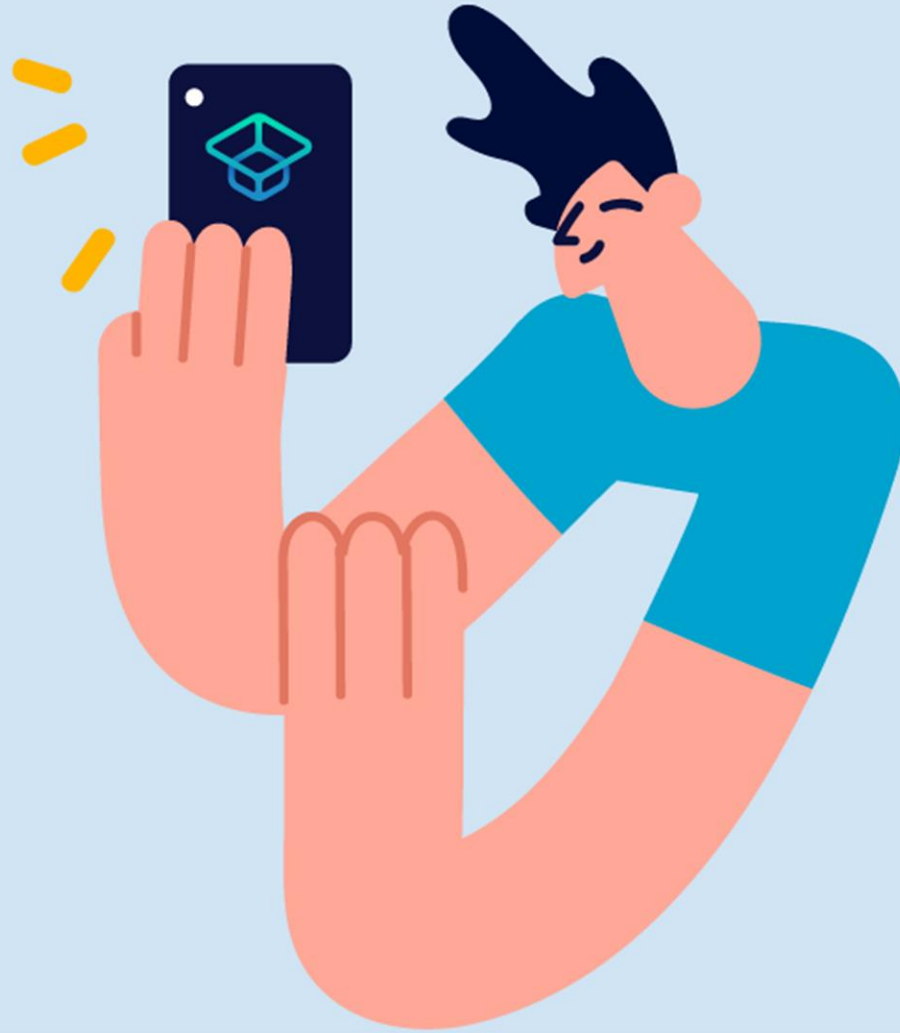
Don't practice until you get it right.



Practice until you can't get it wrong.



Making the most of technology



Revision Apps



6. Quizlet

(Android, iPhone, iPad)



SENECA

Free interactive content to
keep students engaged



3. EdPlace

(Android, iPhone, iPad)



8. Temple GCSE

(Android, iPhone, iPad)

MEM
RiSE



What can you do to help?

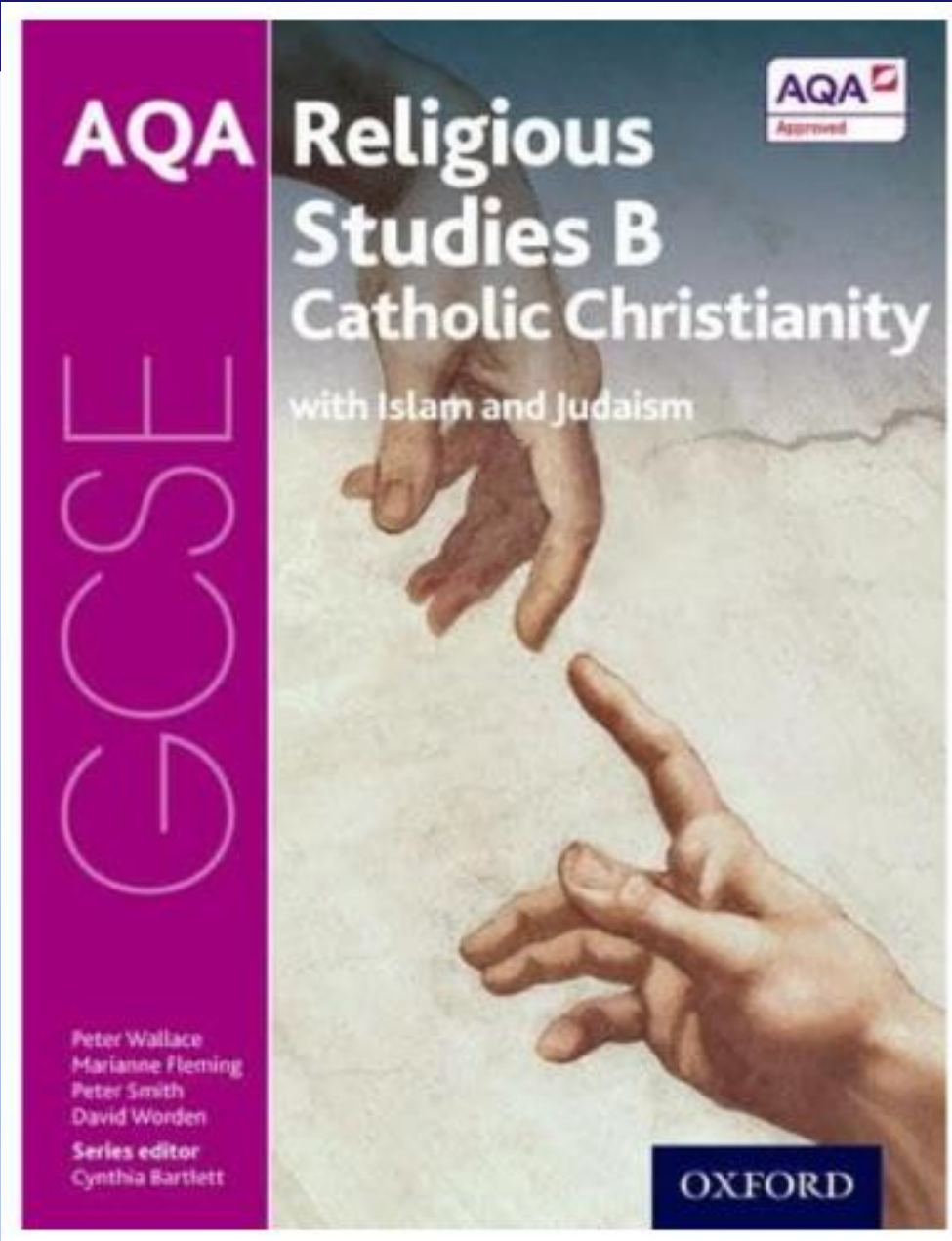
- Check that your son has a revision plan/timetable – little and often!
- Ensure they can find their Year 10 workbooks and textbooks.
- Ensure they are equipped with highlighters, glue sticks, post it notes, blank paper, cue cards – all these can help them create their own revision resources such as 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.





Religious Education

Mr Smith



- 2 papers, 1 hr 45mins each
- 1st – Catholic Christianity
 - Revise Chps 1-6, 4 will come up
- 2nd – Judaism (Chps 9-10) and Themes (Chps 11-12)
 - Revise those 4 chapters, they will all come up

Exam format



- Each unit / chapter is broken down into a 24 mark question
- 1, 2, 4, 5, 12 mark questions
- 1 – multiple choice (tick the box, learn definitions)
- 2, 4, 5 – repeat knowledge from the textbook
- 12 – 1 page essay, 4 paragraphs with both sides, an argument with a justified conclusion

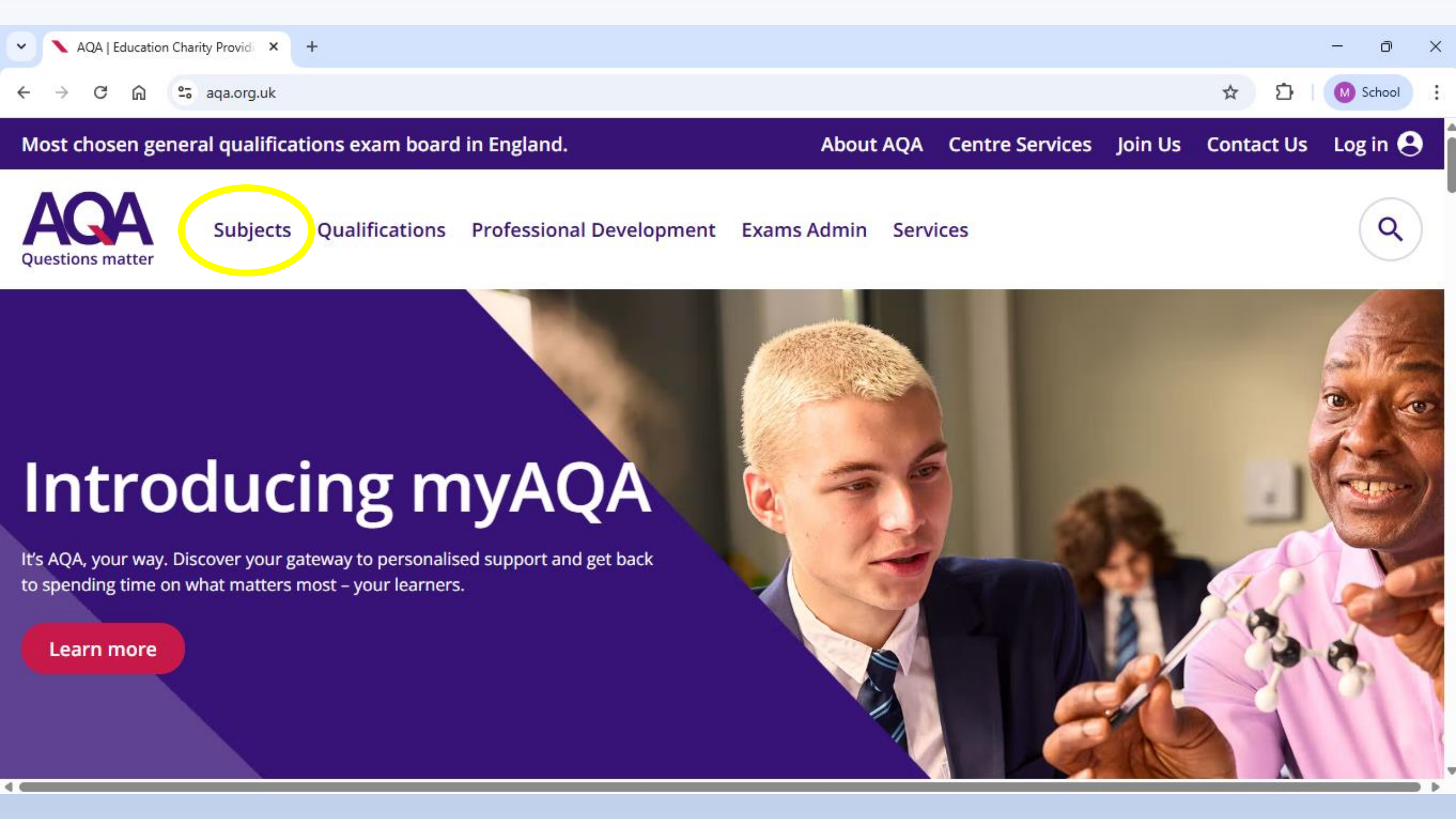


GCSE exam technique



- Ensure your son knows the material in Chapters 1-6, 9-12
- And that he knows how to answer the questions
- Makes revision cards
- Fills in A3 sheets (check Bromcom)
- Answers questions in the Active Recall Booklet
- Completes his homework properly and acts on feedback
- Completes timed practices at home (24 minutes for 1Q on his phone)
- Uses mark schemes on AQA website to self-assess:





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Home > Subjects > Religious Studies

Religious Studies


GCSE



8061

GCSE Religious Studies

Next exam: 20 May 2026



8062

GCSE Religious Studies

Next exam: 12 May 2026



8063

GCSE Religious Studies

Next exam: 12 May 2026

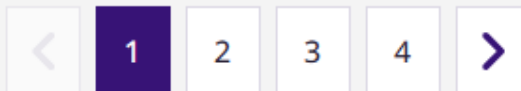


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GCSE Religious Studies 8063

Specification Planning resources Teaching resources **Assessment resources** Key dates

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Relevance

Items per page 10 ▾

Search resources



Showing 117 results

Hide filters

Relevance

Items per page 10

Judaism









Showing 24 results for Judaism Reset search

Resource Type

- ☐ Answers and Commentaries (1)
- ☐ Examiner Reports (2)
- ☐ Examiners Reports (1)
- ☐ Mark Schemes (6)
- ☐ Question Papers (14)

Component Code +

Exam Series +

	Religious Studies - Question paper: Paper 2Y Section A... Published 29 Jul 2022 379.12 KB PDF	 Add to favourites
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GCSE RELIGIOUS STUDIES B

Paper 2A Perspectives on faith (themes)

Theme A: Religion, relationships and families

Theme B: Religion, peace and conflict



Religious Studies - Answers and commentary: Paper 1...

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Add to favourites



Religious Studies - Question paper (Modified A4 18pt):...

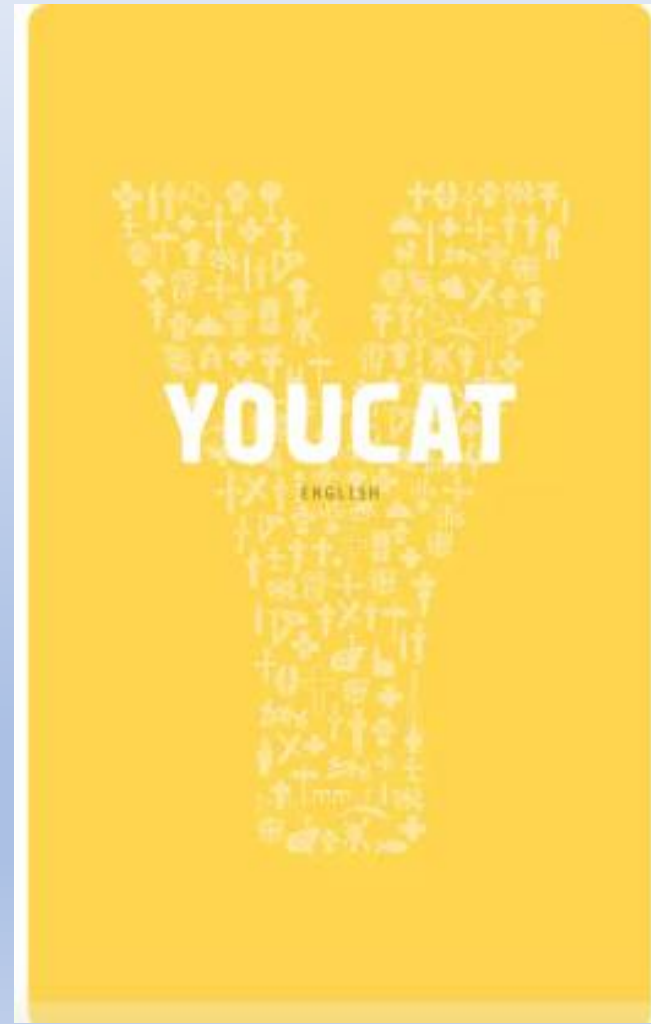
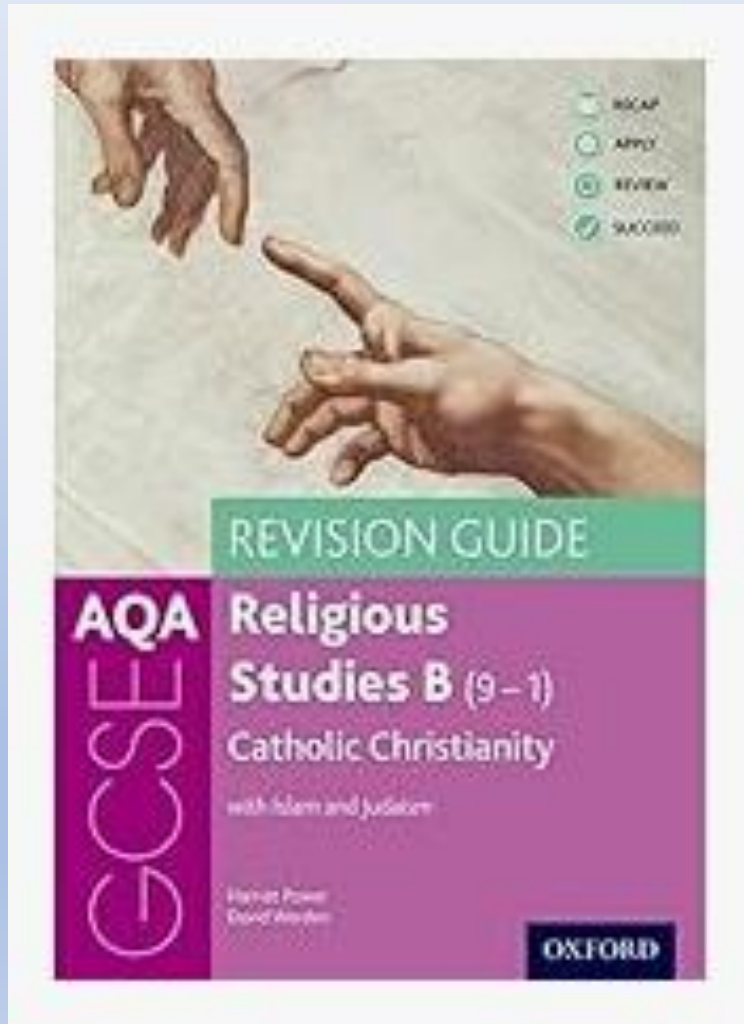
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Add to favourites



- Once he feels confident with a particular chapter, build up...
- Start doing x2 24 markers, then 3, then 4 (to 1hr 45mins)
- Pupils historically do poorly on the latter questions because they mistime in the exam.
- They also do worse on the Judaism and Themes papers as their answers lack detail.
- He should practice until all gaps in his knowledge and technique are filled in.





- Prepare as the exam will be
- Knowledge and technique
- Timed conditions
- Do as much as often as possible – start now

Wellbeing/Safeguarding



This is a big year for students.

Whilst we expect them to take it seriously, it should not be at the cost of their health and wellbeing.

We have many people in school that students can talk to about the way they're feeling: The Safeguarding team (Mr Mawer, Mrs Lala, Miss Carquez, Miss Sayers and any wellbeing staff wearing a pink lanyard). We also provide support via the Education Wellbeing SupportTeam in Sutton and via the school nurse.

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."*