

# Year 10 Information Evening

**Director of Learning: Mr K. Tomlinson**

**Senior Leadership Team Link: Mr N. Owen**



THE JOHN FISHER SCHOOL

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



# Looking back...

## **POSITIVES**

- 93 students had 100+ achievement points
- 185 individual Ach Certificates given to students and prizes given
- 105 students had 5 or less behaviour points
- Over 100 students represented the school at sport.

# Behaviour Expectations - Ownership



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



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

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

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

# Aspiring for Academic, Cultural and Sporting Excellence.



## ACCEPTANCE

Richard Challoner

We identify our talents.  
We flourish together.

## PERSEVERANCE

St Thomas More

We take on challenges.  
We never give up.

## RESPECT

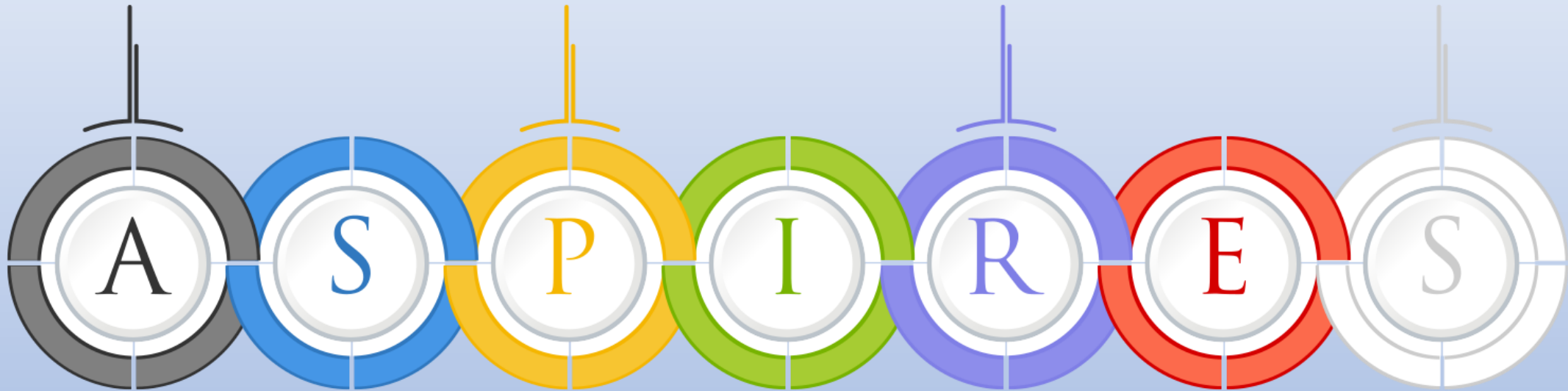
St Thomas Becket

We respect ourselves.  
We respect each other.

## SELFLESSNESS

St Mother Teresa

We give without reason.  
We put others first.



## SERVICE

St John Fisher

We serve each other.  
We serve our community.

## INTEGRITY

St John Henry Newman

We take action.  
We uphold our values.

## ENJOYMENT

St Bede

We participate joyfully.  
We seek growth urgently.

# Year 10 - Information



**Entry point: Main Gate**

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

**Lining up: Main Playground**

**Exit Point: Main Gate**

**Dismissal time: 3.25pm**

## ***Form Tutors:***

10K: Ms Bryant

10B: Mrs Kapoor

10C: Mr Dixon

10F: Mrs Ghodhbani

10M: Mr Gillespie

10N: Mr Rogers

10T: Mr Issaka

## **The School Day:**

Form	Period 1	<u>Break</u>	Period 2	Period 3	<u>Lunch</u>	Period 4	Period 5	Period 6
8.40 - 9.05	9.10 -10.00	10.05 -10.25	10.25 -11.15	11.15 -12.05	12.05 -12.40	12.45 -13.35	13.40 -14.30	14.35 -15.25

# Uniform



## School shoes

- No trainers; should be able to polish



## Coats

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

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

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



# Access to Curriculum/Exam Board information



- Can be found on our website:

https://www.johnfisherschool.org/academic/subjects




## Curriculum

Subjects

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

## Curriculum Overview

 Curriculum Overview

 Curriculum Offer

 Curriculum Intent, Strategy & Maps

# Exam Boards



**Ancient History**

**OCR**

**Art:**

**Eduqas**

**BTEC IT:**

**Edexcel**

**BTEC Media:**

**Edexcel**

**BTEC Sport:**

**Edexcel**

**Business Studies:**

**AQA**

**Computer Science:**

**OCR**

**Design Technology:**

**AQA**

**Drama:**

**Eduqas**

**Economics:**

**AQA**

**English Language:**

**AQA**

**English Literature:**

**OCR**

**Geography:**

**AQA**

**History:**

**Edexcel**

**Maths:**

**Edexcel**

**Media:**

**OCR**

**MFL (French / Spanish):**

**Edexcel**

**Music:**

**Eduqas**

**RE:**

**Eduqas**

**Science:**

**AQA**

**Sports Studies:**

**Edexcel**



# Working together to improve school attendance



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# School Attendance - The Law



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



# Persistent Absence [PA]



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

Below **90%** attendance – stage 2 letter and meeting with student and parents/carers led by the Form Tutor and Director Of Learning (DOL)

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

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

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

# Persistent Lateness to school



Morning registration will take place at the start of the school day at **8.45am**. 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 'late detention' on Friday for 1 hour between 3:30pm and 4:30pm.
- 3 late marks across a five day period will attend an 'SLT detention' on Thursday for 90 mins between 3:30pm and 5:00pm.
- 4 late marks across a five day period will attend a 'Saturday detention' on Saturday for 3 hours between 9:00am and 12:00pm.

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



- ☐ Proactive engagement and support of all parent/carers
- ☐ Talk/communicate with your child to determine barriers to attending school
- ☐ Consistent message to your child re: daily attendance and punctuality to school
- ☐ Triangulation of message between the school, child and parent/carer
- ☐ Regular communication with KS Administrators (Mrs Maynard KS3, Mrs Cody KS4, Mrs Cooney KS5) and Form Tutors
- ☐ Inform the school immediately if your child is absent from school. Any absence not communicated on each day of absence will be classed as unauthorised
- ☐ Provide appropriate medical evidence, where possible
- ☐ Ask the school for further support/ intervention if needed



# **GCSE expectations talk**

# **Science**



**Key**

- Yellow: Separate Science classes, mixed ability within these classes
- Green: Higher Tier Combined Science Classes, mixed ability within these classes
- Blue: Foundation Tier Combined Science Classes, mixed ability within these classes

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



# Teaching Staff



- **Biology Specialists:**

- Ms Mozammel (SL for Biology)
- Mrs Hatwal
- Mr Souici
- Mrs Thaker
- Ms Bryant

- **Chemistry Specialists:**

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

- **Physics Specialists:**

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



## Specifications:

- AQA Combined Science Trilogy (formally known as dual award) at foundation and higher tier
- AQA Separate Sciences (formally known as triple science)
  - **Sets Tx, Ty and Tz are covering higher tier separate science**
  - **Sets D1, D2 are covering higher tier combined science**
  - **Sets D3, D4 and D5 are covering foundation tier combined science**
- The **final exam entry decision** will be made after the PPEs in year 11.
- After Each PPE we review the suitability of student for the route they are in.
- Your son's set can be changed based on his academic performance throughout the year within his band.



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

# Tiers



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

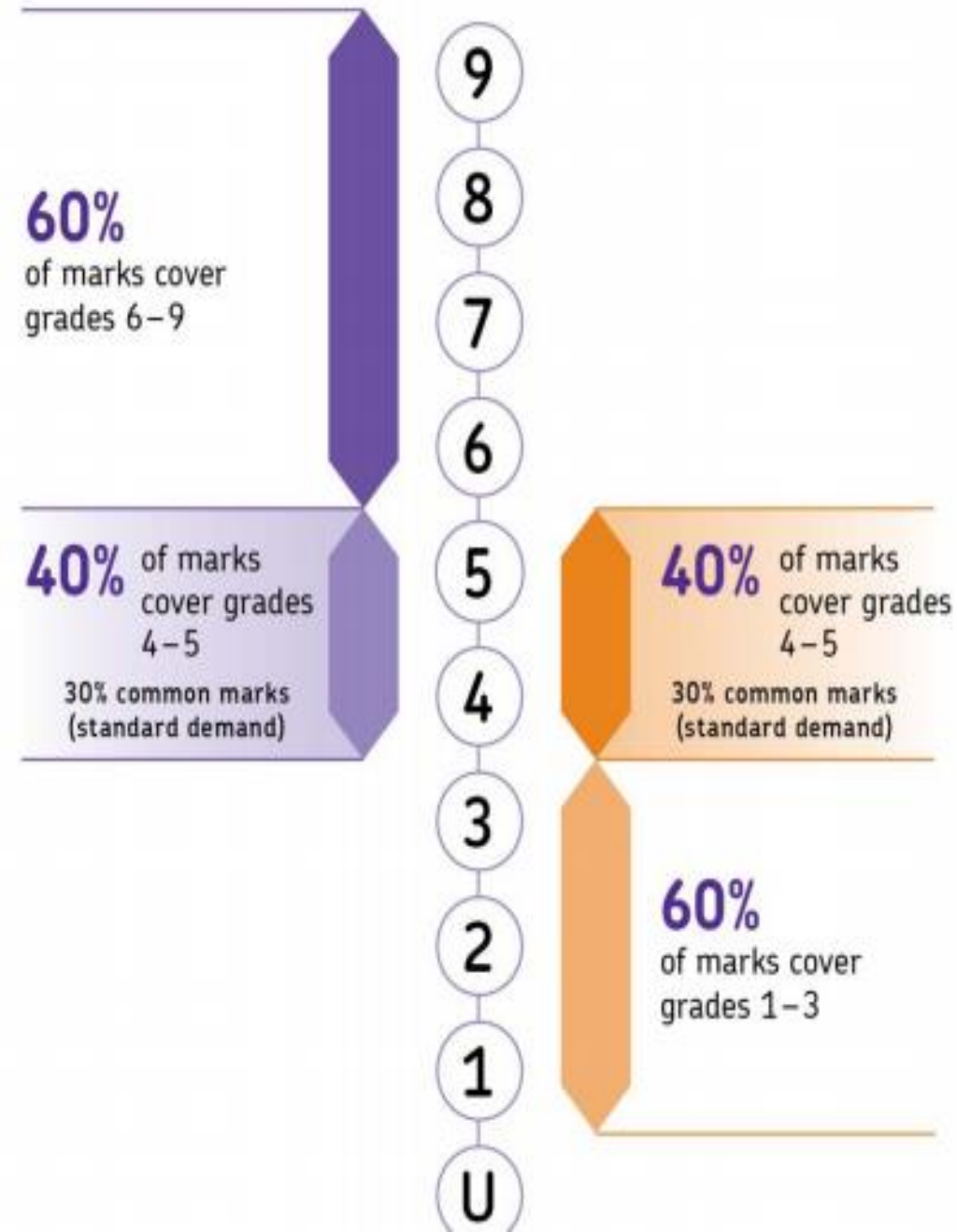
For foundation tier the highest grade is a 5 the lowest is 1, then a U.

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



## HIGHER TIER

## FOUNDATION TIER



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

Combined  
science grades  
are:

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



## Scheme of Work:

- Collins
  - The textbooks are available online for your son to use.
  - No password is necessary to access them. PLEASE DO NOT BUY THEM.
- Revision Guides: I recommend CGP, they have a vast array of supporting materials  
[www.worldofbooks.com](http://www.worldofbooks.com) have second hand versions which are cheaper!

# No Password is Needed to Access Collins Connect



**Collins** Connect



## Find your School

Start typing your school name or postcode and select to go to your login page.

School

Submit





School name: The John Fisher School - CR8 3YP(CR8 3YP) : [Not your school?](#)

Date of birth

Day



Month



First letter of surname

A-Z



Year group

Select Year



Login



# Each Topic

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

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



- PPEs are in March
- Will cover paper 1 content- chapters 1-4 for biology and physics, 1-5 for chemistry
- Google Classroom- there is a google classroom being set up that has checklists and revision materials. Your son will receive an invite in the next week or so.
- The Year 10 Science Google Classroom will also have the home learning booklets 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.



## **Additional Support**

- **Your son is welcome to see his teacher for help at anytime**



# Year 10 Information Evening

## English

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

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

# GCSE English Literature - OCR



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



# GCSE English Language - AQA



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





## Non-examination Assessment: Spoken Language

### What's assessed

(AO7-AO9)

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

### Assessed

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

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

# English GCSE revision suggestions



## English Literature (OCR)

An Inspector Calls	<ul style="list-style-type: none"><li>➤ English class notes and text</li><li>➤ Revision World</li><li>➤ BBC bitesize</li><li>➤ CGP Revision Guides</li></ul>
Jekyll and Hyde	'As above'
Poetry Anthology	<ul style="list-style-type: none"><li>➤ English class notes and text</li><li>➤ Revision World</li><li>➤ BBC bitesize</li><li>➤ Mr King poetry revision videos (youtube)</li></ul>
Macbeth	'As above'

## English Language (AQA)

### Paper 1

Fiction text analysis &  
Creative writing

Revision materials available

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

### Paper 2

Non-Fiction  
comparisons &  
Creative writing

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

# English text books update



Thank you to those of you who have now purchased the GCSE English Literature text bundle for £24 via Parent Pay. All students who have paid and those who are pupil premium should have received a copy of Macbeth from their class teacher.

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

A good website to use to get hold of a second hand copy of a text is [www.abebbooks.co.uk](http://www.abebbooks.co.uk).

- *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**

**CGP Revision guides for set texts are also a really useful purchase for independent revision.**



# Maths Dept

## Post Holders

Subject Leader

KS4 Coordinator

Intervention & Enrichment

Mr D Stanton

Mrs Y Winkelman

Mr S Gamage

## Year 10 Class Teachers

Set 1 Mrs Y Winkelman

Set 2 Mr R Palmer

Set 3 Mr P Johnson

Set 4 Ms C McNeela

Set 5 Mr S Gamage

Set 6 Mrs T Kapoor

Set 7 Mr D Stanton

Set 8 Ms M Bibi

# Exam board details, banding and sets



**In Mathematics, students will be entered into**

Edexcel Linear Maths GCSE 9 – 1

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 have been banded across Science, English and Maths.**

This was based upon their end of year assessment, progress over time and teacher professional judgement.

- Upper band are sets 1-4
- Lower band are sets 5-8

# Exam board details, banding and sets



## Tiers of study

We aim to remove putting a “ceiling on outcomes”. This means with dedication to study, shown by assessment markers, **any student** (no matter their starting point) has access to all the grades.

- Sets 1 to 5 students are studying the HIGHER Tier
  - *(Set 1 additionally cover the AQA Further Maths Level 2 Certificate)*
- Sets 6 to 8 students are studying the FOUNDATION Tier

Setting is fluid, and set changes will be conducted at certain assessment points throughout the year. Set changes will only occur if the data demonstrates it is appropriate.

## Final tier of entry in 2025

This is solely decided by the Maths department, based on student’s data, to optimise individual student outcomes.

# Homework/Sparx Maths platform



- Homework will be set weekly (Wednesday to Wednesday) via the Sparx Maths platform but may be supplemented with written pieces or other resources where appropriate.

## What is Sparx Maths Homework?

- Sparx provides personalized homework to each child, with questions that are challenging yet achievable, and tailored to their learning needs
- The majority of each week's homework will be based on recently learnt topics, but it will also include some questions from previous topics to help reinforce their learning.
- Students access their homework on their online Sparx account, where they'll get immediate feedback for each question about whether their answer was correct or they need to have another try.
- While homework is accessed online, it is predominantly a written homework and students should record their work in their workbooks. Sparx has a "bookwork checks" system to help students form this habit.
- Every question in Sparx has a support video attached to that your child can get help independently.
- Teachers will be reviewing HW often and therefore starting the work early will allow teachers to intervene and support.



# Maths practise, support and further resources



## How to improve in Maths?

The best way to improve in Maths is to practise questions. There are many online resources, practise books and free exam resources available to students to utilise to obtain exam style questions

## How will the Maths department support?

- Drop-in Maths clinics, where students can bring problems and get assistance from a teacher.
- Enrichment and extension opportunities

## 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.
- 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”.



# RELIGIOUS STUDIES

## GCSE EDUQAS

### ROUTE B

# Who is teaching RE this year?



Head of department: Mr Issaka

KS3 co-ordinator: Mr Lawton

Classroom teachers:

Miss Naidoo

Mr Amankwha

Miss Bevan

Mr Dawkins

# What does the course look like?



Year 10	Autumn Term	<b>FOUNDATIONAL CATHOLIC THEOLOGY</b> <b>Theme 1: Origins and Meaning</b> Introduction – 1 week Origins and Meaning – 4 weeks Beliefs on Creation – 2 weeks	HALF TERM	<b>FOUNDATIONAL CATHOLIC THEOLOGY</b> <b>Theme 1: Origins and Meaning (continued)</b> The Bible – 1 week Forms of expression in painting – 1 week Forms of expression and symbolism – 1 week Practices: CST, CAFOD, SVP – 2 weeks Revision: 1 week Exam: 45mins Feedback on exam
	Spring Term	<b>FOUNDATIONAL CATHOLIC THEOLOGY</b> <b>Theme 2: Good and Evil</b> Introduction – 1 week Good, evil and suffering – 3 weeks Trinity - 1½ weeks Incarnation - 1½ weeks		<b>FOUNDATIONAL CATHOLIC THEOLOGY</b> <b>Theme 2: Good and Evil (continued)</b> Jesus and Moral Authority – 2 weeks Sculpture and Statuary – 1½ weeks Practices: pilgrimage, Lourdes, piety – 2 weeks Revision: 1 week Exam: 45mins Feedback on exam
Year 10	Summer Term	<b>JUDAISM</b> <b>Beliefs and Teachings</b> The Nature of God - 1½ weeks Messiah (Mashiach) – 1 week Covenant - 1½ weeks Life on Earth – 1 week The afterlife – 1 week  <i>Completion of mock exam for Foundational Theology (1½ hrs)</i>	HALF TERM	<b>JUDAISM</b> <b>Practices</b> Worship in Britain and elsewhere – 1 week The Synagogue & Daily Life – 1½ week Rituals – 2 weeks Festivals – 2 weeks  <i>Completion of mock exam for Judaism (1hr)</i>
Year 11	Autumn Term	<b>APPLIED CATHOLIC THEOLOGY</b> <b>Theme 3: Life and Death</b> Introduction – 1 week Death and the Afterlife – 2½ weeks Eschatology - 1½ weeks The Magisterium – 2 weeks		<b>APPLIED CATHOLIC THEOLOGY</b> <b>Theme 3: Life and Death</b> Artefacts - 1½ weeks Music and the funeral rite – 1 week Practices: Prayer in Catholic communities – 2 weeks Revision: 1 week Full exam: 45mins Feedback on exam  <i>Completion of mock exam for Judaism (1hr)</i>

# What does the course look like?



Year 11	Spring Term	<p><i>APPLIED CATHOLIC THEOLOGY</i></p> <p>Theme 4: Sin and Forgiveness</p> <p>Introduction – 1 week</p> <p>Crime and Punishment – 2½ weeks</p> <p>Redemption - 1½ weeks</p> <p>Church - 1½ weeks</p> <p><i>Completion of mock exam for Foundational Theology (1½ hrs)</i></p>		<p><i>APPLIED CATHOLIC THEOLOGY</i></p> <p>Theme 3: Life and Death</p> <p>Buildings - 1½ weeks</p> <p>Sacraments – 2 weeks</p> <p>Mission and Evangelisation – 1½ weeks</p> <p>Revision: 1 week</p> <p><i>Completion of mock exam for Foundational Theology (1½ hrs)</i></p> <p>Feedback on exam</p>
	Summer Term	<i>REVISION TIME</i>		

# Layout of the paper



- Paper 1 & 2

- 3 A questions 2 marks each (Total 6)

- 3 B questions 5 marks each (Total 15)

- 3 C questions 8 marks each (Total 24)

- 3 D Questions 15 marks each (Total 45)

- SPAG 6 marks

- Total 96

## Paper 3

2 A questions 2 marks each (Total 4)

2 B questions 5 marks each (Total 10)

2 C questions 8 marks each (Total 16)

2 D Questions 15 marks each (Total 30)

SPAG 6 marks

Total 66

# GCSE Religious Studies Literacy Mat: Paper 1



## (a) WHAT IS... 2 marks

\_\_\_\_\_ means.....  
**For example...**  
**This shows that...**

1 mark = a brief definition  
2 marks = a developed definition, maybe using an example.

## (b) DESCRIBE... 5 marks

**Define keywords** from the question.  
**Describe** the idea in the question.  
**Use evidence** / sources of authority  
**Give examples** of how people might behave/feel/believe where possible.

### General Advice

- Include at least 3 points to develop your answer
- Include references to Church teaching, Bible stories etc. where possible.

## (c) EXPLAIN... 8 marks

Explain two different views in total, one in each paragraph  
Aim for 4 reasons in total  
Talk about **2 different religious beliefs**. This could be two different Christians (Catholic, Fundamental or Liberal), or a Christian and a Jew. **Check the question!**  
Use the word 'because...' and "this means that..." to develop your explanation.  
**Use evidence** / sources of authority (e.g. Bible/Church/Torah/Tenakh/Person)  
**Give examples** of how people might behave/feel/ believe where possible.

### Ways to structure your answer:

- A first reason why a \_\_\_\_\_ believes \_\_\_\_\_ is because...
- A Bible teaching linked with this is \_\_\_\_\_
- The Church would say \_\_\_\_\_
- This is linked with the Catechism where it says \_\_\_\_\_
- The Torah says...
- This means that \_\_\_\_\_
- An example is \_\_\_\_\_
- Evidence of this is shown/given by \_\_\_\_\_

## (d) DISCUSS... 15 marks (+ 6 SPaG)

You must include at least 2 different views. One must be religious, one must be non-religious.

Some people such as...might agree because...  
Evidence for this is... (e.g. from the Bible/Church/Person). This means that...

This is important because... It might encourage them to...  
This is a strong/valid/ reasonable/weak argument because...

**Repeat this structure for a second reason.**

However some people, such as... might disagree because...  
Evidence for this is... (e.g. from the Bible/Church/Person) This means that...

This is important because... It might encourage them to...  
This is a strong/valid/ reasonable/weak argument because...

**Repeat this structure for a second reason.**

To finish you may give your opinion with new reasons.

### SPaG - especially in d!

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

TIP: read over your work once you have finished!

### Origins and Meaning

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

### Good and Evil

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

### Judaism

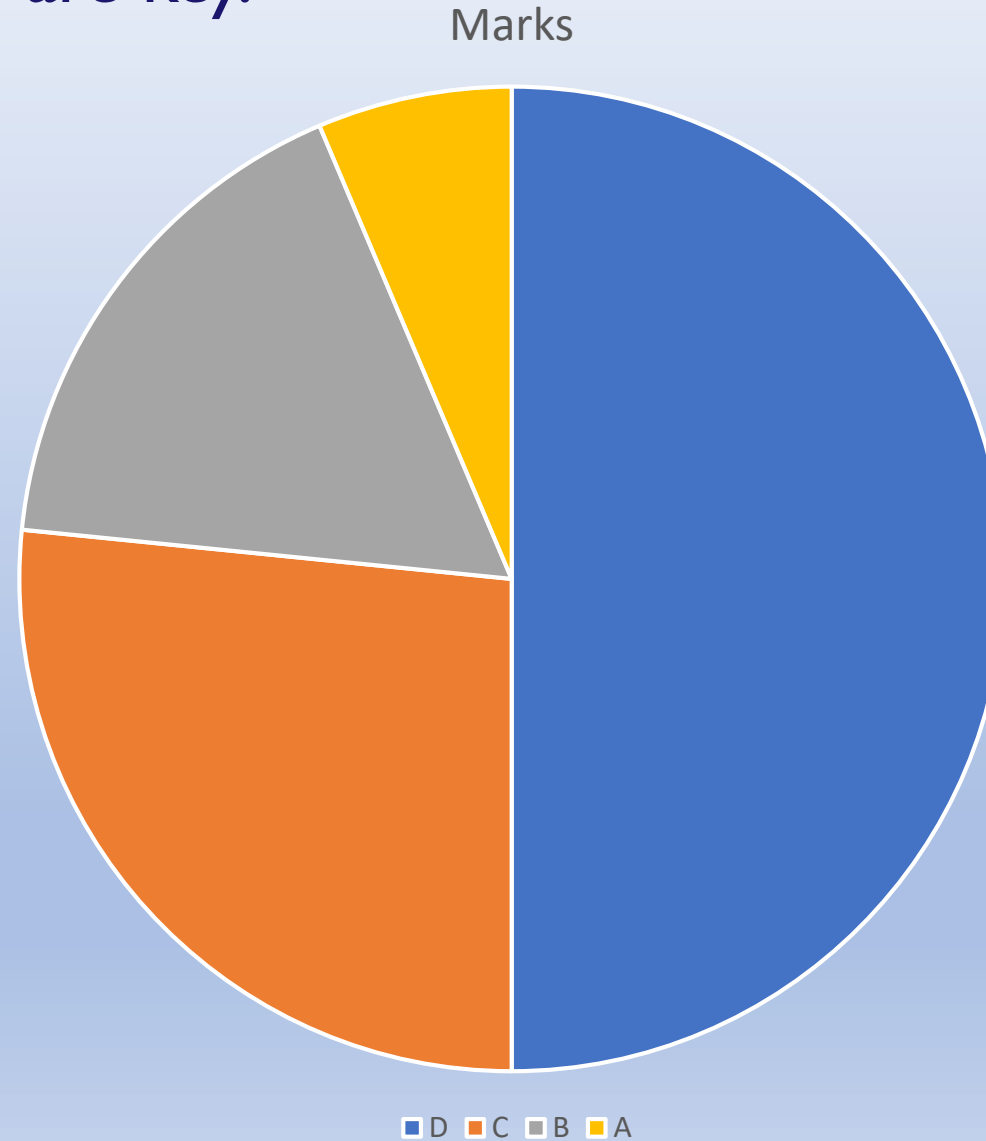
Covenant, Kosher, Messiah, Mitzvot, Pikuach Nefesh, Shabbat, Shekinah, Shema, Synagogue, Ten Commandments, Torah



# Paper 1 & 2



- D 15 mark questions are key.

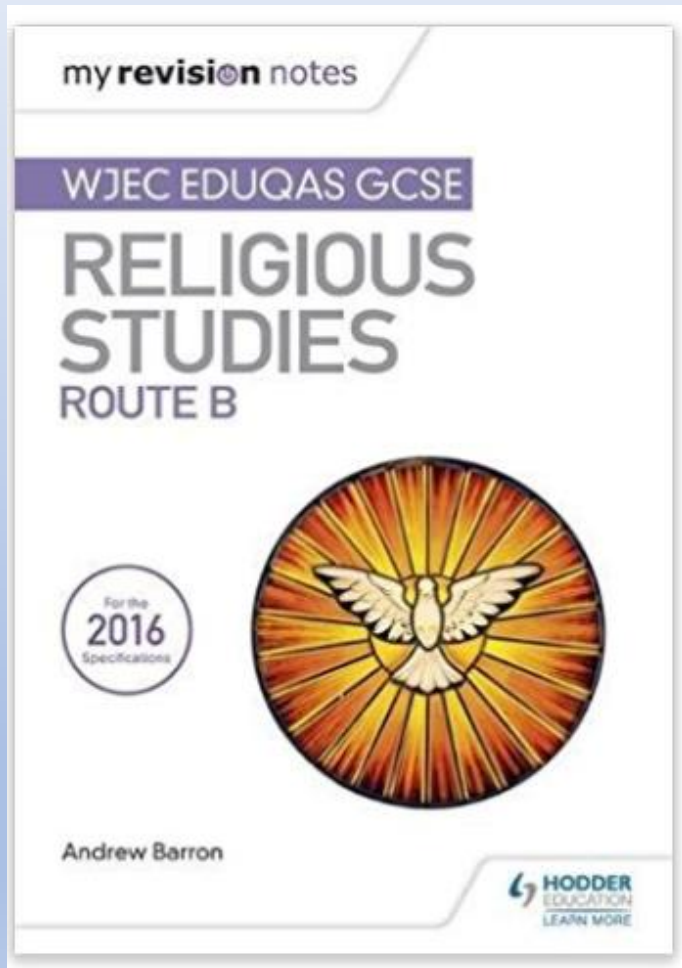


# However Key words are Vital



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

# Revision Guide



Eduqas Revision Guide produced by Hodder Education.

**ISBN-10:** 1510418350

Available on amazon and other retailers.

Price £9.99

# Work Experience



THE JOHN FISHER SCHOOL

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Aspiring for Academic, Cultural & Sporting Excellence."*

# Work Experience



- Work Experience for Year 10 takes place during Enrichment Week:  
**Monday 15<sup>th</sup> - Friday 19<sup>th</sup> July 2024**
- Parents and carers are asked to find a suitable placement for their son to gain an insight in to the world of work.
- If a workplace requires any additional information, references, etc. please give them my email address: [n.owen@johnfishersschool.org](mailto:n.owen@johnfishersschool.org)
- Students that are unable to find a suitable Work Experience placement will be in school, completing careers based work and carrying out community service.

# Safeguarding



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



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



TALK & LISTEN,  
BE THERE,  
FEEL CONNECTED



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



REMEMBER  
THE SIMPLE  
THINGS THAT  
GIVE YOU JOY



EMBRACE NEW  
EXPERIENCES,  
SEE OPPORTUNITIES,  
SURPRISE YOURSELF



Your time,  
your words,  
your presence

# Safeguarding at the John Fisher School



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

Our Designated Safeguarding and Prevent Leads are:



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



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



**Miss S. Carquez**  
Deputy Designated  
Safeguarding Lead  
Raising Standards Leader



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



**Mr R Briggs**  
Assistant Designated  
Safeguarding Lead  
Director of Learning Yr. 8



**Miss S Sayers**  
Assistant Designated  
Safeguarding Lead  
Director of Learning Yr. 9



**Mr K Tomlinson**  
Assistant Designated  
Safeguarding Lead  
Director of Learning Yr. 10



**Mrs C Butcher**  
Assistant Designated  
Safeguarding Lead  
Director of Learning Yr. 11



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

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

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

The nominated **Safeguarding Governor** Mrs J Cole who can be contacted on:  
[safeguardinggovernor@johnfisherschool.org](mailto:safeguardinggovernor@johnfisherschool.org)





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

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

# Thank you!

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



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