



FORTIS ACADEMY PROGRESSION PATHWAYS

SUPPORTING PUPILS TO PROGRESS THROUGH KS4



2026

Core Subjects

EBacc

Foundation
Subjects

Statutory Subjects



Mrs Hunt's Message



**"Your legacy is being written by yourself,
make the right decisions."**

Nelson Mandela

Welcome to the next step in your journey Year 9

This is a very exciting time in your educational journey! You will be making decisions that shape your character and aspirations moving forward. You will need to show resilience as you embark on your studies in KS4 but rest assured that we are here to help you do that and everyone in the Fortis Family wants you to be as successful as possible.

Please use this guide alongside the information document which outlines the number of choices students need to make and the timeline of the progression pathways process.

Contents Page

Core Subjects

<u>English Language</u>	Page 3
<u>English Literature</u>	Page 4
<u>Mathematics</u>	Page 6
<u>Science (Combined & Separate)</u>	Page 7

English Baccalaureate

<u>Languages - German</u>	Page 9
<u>Humanities Introduction Information</u>	Page 11
<u>Geography</u>	Page 12
<u>History</u>	Page 13

Foundation Subjects

<u>Citizenship</u>	Page 14
<u>Computer Science</u>	Page 15
<u>Dance</u>	Page 16
<u>Drama</u>	Page 17
<u>Design and Technology</u>	Page 18
<u>Engineering</u>	Page 19
<u>Food Science</u>	Page 21
<u>Health & Social Care</u>	Page 23
<u>Music</u>	Page 25
<u>Sport Studies</u>	Page 26
<u>Religious Studies</u>	Page 27
<u>Statistics</u>	Page 28
<u>Art</u>	Page 29

Statutory Subjects

<u>Physical Education (non-examined)</u>	Page 30
<u>EDGE & Enrichment (PSHE)</u>	Page 31

For quick access click the title of the subject you wish to go to on this contents page.

English Language GCSE



There are *three* components that make up the GCSE English Language qualification and these have been outlined below:

Paper 1: Exploration in Creative Reading and Writing

One written exam: 1 hour 45 minutes. The aim of this paper is to engage students in a creative text and inspire them to write creatively themselves.

What is included in the paper?

- In section A, students will read a literature fiction text to consider how established writers use narrative and descriptive techniques to capture the interest of readers.
- In section B, students will write their own creative text, inspired by the topic that they have responded to in section A to demonstrate their narrative and descriptive skills in response to a written prompt, scenario, or visual image.

Section A: Reading (40 marks) (25%) – One single fiction text

- 1 question with 4 sub-questions that are multiple choice (1 x 4 marks)
- 2 longer form questions (2 x 8 marks)
- 1 extended question (1 x 20 marks)

Section B: Writing – Descriptive or narrative (40 marks) (25%)

- 1 extended writing question (24 marks for content, 16 marks for technical accuracy)

Paper 2: Writers' Viewpoints and Perspectives

One written exam: 1 hour 45 minutes. The aim of this paper is to develop students' insights into how writers have viewpoints and perspectives on issues or themes that are important to the way we think and live our lives. It will encourage students to demonstrate their skills by:

What is included in the paper?

- In section A, students will read two linked sources from different time periods and genres to consider how each presents a perspective or viewpoint to influence the reader.
- In section B, students will produce a written text to a specified audience, purpose, and form in which they give their own perspective on the theme that has been introduced to them in section A.

Section A: Reading (40 marks) (25%) – One non-fiction and one non-fiction literary text

- 1 short form question (1 x 4 marks)
- 2 longer form questions (1 x 8, 1 x 12 marks)
- 1 extended question (1 x 16 marks)

Section B: Writing – To present a viewpoint (40 marks) (25%)

- 1 extended writing question (24 marks for content, 16 marks for technical accuracy)

Non-examination Content: Spoken Language



- Marked by teacher**
- Separate endorsement (0% weighting of GCSE)**

The aim of the assessment is to allow students to demonstrate their speaking and listening skills by:

- Giving a presentation in a formal context
- Responding appropriately to questions and to feedback, asking questions themselves to elicit clarification
- Using spoken standard English.

English Literature GCSE



The aim of the GCSE English Literature course is to encourage students to develop knowledge and skills in reading, writing and critical thinking. Through literature, students have a chance to develop culturally and acquire knowledge of the best that has been thought and written.

Studying GCSE English Literature should encourage students to read widely for pleasure, and as a preparation for studying literature at a higher level.

There are *two* components that make up the GCSE English Literature qualification and these have been outlined below:

Paper 1: Shakespeare and the 19th Century Novel

One written exam: 1 hour 45 minutes (64 marks, 40% of GCSE, closed book)

Section A: Shakespeare – ‘Romeo and Juliet’ (34 marks)

Students will answer one question. They will be required to write in detail about an extract from the play and then to write about the play as a whole.

Section B: The 19th-century novel – ‘A Christmas Carol’ (30 marks)

Students will answer one question. They will be required to write in detail about an extract from the novel and then to write about the novel as a whole.

Paper 2: Modern Texts and Poetry

One written exam: 2 hours 15 minutes (96 marks, 60% of GCSE, closed book)

Section A: Modern texts – ‘An Inspector Calls’ (34 marks)

Students will answer one essay question from a choice of two on their studied modern prose or drama text.

Section B: Poetry – ‘Power and Conflict’ Poetry Cluster (30 marks)

Students will answer one comparative question on one named poem printed on the paper and one other poem from their anthology cluster.

Section C: Unseen Poetry (32 marks)

Students will answer one question on one unseen poem and one question comparing this poem with a second unseen poem.

Mathematics GCSE



Throughout KS4, students prepare for their final examinations taken in the Summer of Year 11. The areas for study focus on six key topics that students will prepare for:

1. Number
2. Algebra
3. Ratio, Proportion, and Rates of Change
4. Geometry and Measures
5. Statistics

Students will be given the opportunity to think logically and creatively through problem solving and investigative activities. They will be expected to work both independently and collaboratively.

Home Learning:

Homework is an integral part of the course and essential for practising the skills and applying the knowledge acquired during lessons. Students have access to the Sparx Platform which sets intelligent homework to support closing the gaps. Students have weekly homework that is set in line with the SOW and Year 11 have built in assessments.



GCSE grades (1-9) available at each tier are:

Foundation: 1,2,3,4,5

Higher: 4,5,6,7,8,9

The GCSE course builds on the work covered during Key Stage 3. The final tier of entry (Foundation or Higher) will be determined by their achievement throughout Years 7-10.

Assessment:

- There is NO coursework for Mathematics.
- GCSE Mathematics is assessed through 100% examination at the end of the course in year 11. There are three written papers (one non-calculator and two calculator papers).
- Each paper is of equal weight.

Career Options for Mathematicians

Mathematics offers a wide variety of career options including Data Scientist, Actuary, Statistician, Auditor, Accountant, Economists and many more.

6th Form Entry Requirements: You will need to score a Grade 7 or above in your GCSE Mathematics as well as 5 grade 5's or more in your other subjects.

Exam Board Link: <https://qualifications.pearson.com/en/qualifications/edexcel-gcses/mathematics-2015.html>

Click here to return



to contents page

GCSE Combined Science Trilogy/ GCSE Biology, Chemistry and Physics



All students will study Science throughout key stage 4 and will be placed on one of two pathways: GCSE Combined Science Trilogy or Separate Science GCSEs in Biology, Chemistry and Physics. Both pathways allow students to access the subject post-16, such as A level Science if the entry requirements are met.

A summary of the important information and differences can be found below:

Pathway/ Option	GCSE Combined Science Trilogy	Separate Science GCSEs in Biology, Chemistry and Physics
Subject content	Core concepts and practical skills/ activities in Biology, Chemistry and Physics following the AQA Trilogy Specification	In addition to Trilogy, extra topics and practical skills/ activities studied only by those following the AQA GCSE Biology, Chemistry and Physics Specifications
Qualifications	One qualification in Combined Science worth two GCSEs.	Three GCSE qualifications, one in each Science.
Assessments	6 Examinations 2 in each Science / 70 marks each 1hr 15 min	6 Examinations 2 in each Science / 100 marks each 1hr 45 min
Grading	Total marks for 6 papers added together to give a mark out of 420. Two grades awarded ranging from: 11 to 55 on Foundation tier 44 to 99 on Higher tier	Total marks for the two papers in each Science added together to give a mark out of 200 in each Science. One, separate grade awarded in each Science ranging from: 1 to 5 on Foundation tier or 4 to 9 on Higher Tier
Curriculum time	5 hours per week of Core subject time	5 hours per week of Core subject time + 1 hour of EDGE & Enrichment.
Who is it for?	All students not selected for the Separate Science pathway. Students whose teachers strongly recommend that this is the best pathway to achieve success.	Students who have demonstrated a greater passion and desire to study the subject in greater depth. Students selected based upon their potential to succeed on this pathway, attitude to learning and attendance.

<p>Career Pathways</p>	<p>The combined Science course can lead on to study at A-Level, BTEC, T-Levels, apprenticeships and beyond.</p> <p>Careers in Medicine, Veterinary Science, Mechanical Engineering, Nursing, Mid-Wifery, Child Care, Sports Science, Meteorology, Architecture, Chemical Engineering and Horticulture are all available via this course.</p>	<p>Biology, Chemistry and Physics are good subjects for the majority of STEM (science, technology, engineering and mathematics) careers medicine, earth science and life sciences.</p> <p>You will find Triple Science is well respected and essential if you wish to take up: medicine, biomedical sciences, physiotherapy, sports science, ecologist, botanist, pharmacist, pathologist, veterinary care.</p>
<p>Progression into 6th form</p>	<p>A grade 6 is required to study Biology, Chemistry or Physics at A level.</p> <p>A grade 5 in Mathematics is required to study Biology and grade 6 is required to study Chemistry or Physics.</p>	<p>A grade 6 is required in your chosen subject to study it at A level.</p> <p>A grade 5 in Mathematics is required to study Biology and grade 6 is required to study Chemistry or Physics.</p>
<p>Specification link</p>	<p>GCSE Combined Science: Trilogy Specification Specification for first teaching in 2016 (aqa.org.uk)</p>	<p>Biology: GCSE Biology Specification Specification for first teaching in 2016 (aqa.org.uk)</p> <p>Chemistry: GCSE Chemistry Specification Specification for first teaching in 2016 (aqa.org.uk)</p> <p>Physics: GCSE Physics Specification Specification for first teaching in 2016 (aqa.org.uk)</p>



Click here to return



to contents page

German GCSE



Why you should study a language

"Knowledge of languages is the doorway to wisdom" (Roger Bacon)

Knowledge of another language allows you to immerse yourself in different cultures and societies and can help you to communicate with people from these places.

Studying a language can help you to stand out from the crowd and increase your job opportunities both in the UK and abroad. Demand for language skills is booming in the global job market.

Scientists believe knowledge of a second language can boost your brain power alongside enhancing your analytical and creative skills.

Learning another language can support you to study abroad and further enhance your language skills.

"A different language is a different version of life" (Frederico Fellini)

You will continue with the language you have been studying in Key Stage 3. You will continue to develop your listening, speaking, reading and writing skills in a variety of topics, some of which will be new to you and some of which will have been studied in KS3.

Theme 1: People and lifestyle	Theme 2: Popular culture	Theme 3: Communication and the world around us
Topic 1: Identity and relationships with others. Topic 2: Healthy living and lifestyle. Topic 3: Education and work.	Topic 1: Free-time activities Topic 2: Customs, festivals, and celebrations Topic 3: Celebrity culture	Topic 1: Travel and tourism Topic 2: Media and technology Topic 3: The environment and where people live.

Assessment

You will be assessed at grades 1-5 for foundation tier or 4-9 at higher tier. All 4 papers must be taken at the same tier of entry.

Listening (paper 1) 35 mins (F)/45 mins (H)	25%	Understand spoken language. Section A: questions and answers in English. Section B: transcribe short sentences.
Speaking (paper 2) 7 mins (F) / 10 mins (H)	25%	Role-play, read aloud task and photo card given in preparation time. Students will engage in a conversation using the instructions given.
Reading (paper 3) 45 mins (F)/60 mins (H)	25%	Understand written language. Section A: questions and answers in English. Section B: translation into English.
Writing (paper 4) 70 mins (F) / 75 mins (H)	25%	Foundation tier: 1 short writing 50-word task, grammar task, translation into foreign language and a longer writing task of approx. 90 words. Higher tier: translation into foreign language, 90-word task and a longer writing task of approx. 150 words.

Languages will help you to develop your confidence as well as giving you a great chance to learn more about the world. Remember that languages matter, and 75% of the world's population does not speak English at all. It is a well-known fact that people who speak more than one language are not only more employable but usually earn more money too!

"Those who know nothing of foreign languages know nothing of their own" (Goethe)

Exam board

French: [AQA | GCSE | French | Specification at a glance](#)

Spanish: [AQA | GCSE | Spanish | Specification at a glance](#)

Progression after GCSE into the Sixth Form

A-Level German may be available after GCSE. You will follow the AQA course which includes studying social issues and political and artistic culture as well as an in depth study of a film and literature.

Careers pathways

Learning a language helps you to develop useful transferable skills such as communication. Languages open doors to a range of exciting careers pathways including: translator, interpreter, tour guide, cabin crew, pilot, customs officer, doctor, teacher, actor, engineer, journalist, and academic researcher.

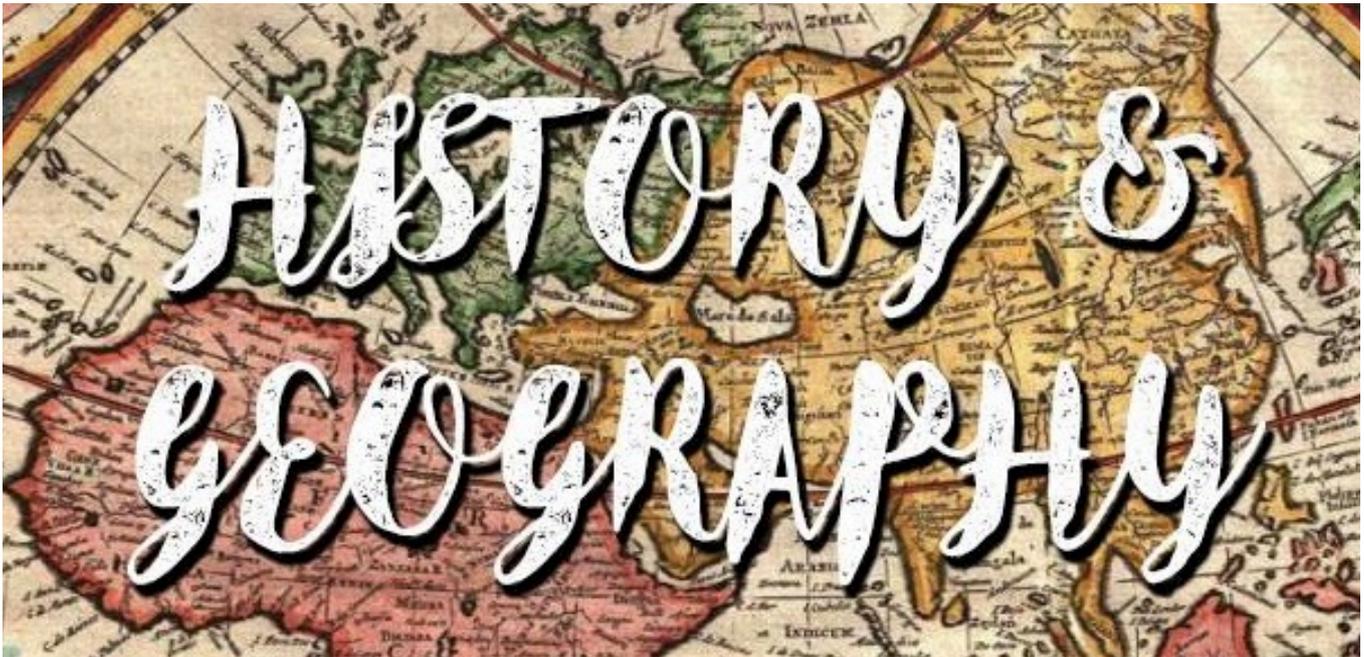
"The most important trip you may take is meeting people halfway" (Henry Boye)

Click here to return



to contents page

Humanities GCSE Subjects: History & Geography



You are being given the wonderful opportunity to study a humanities subject. Humanities subjects expand our knowledge of human culture and help us understand what binds us together and what differentiates us from one another.

Today more than ever it is crucial for all learners to become well-rounded, culturally responsive global citizens, able to understand and interrogate the world around them, and their place in it. In a time when our planet faces enormous challenges, the ability to interpret and analyse data, problem-solve, communicate and work effectively as part of a team has never been so important. There are so many skills that are acquired whilst studying a humanities subject, helping learners build foundations for a successful future.

[Click here to return](#)



[to contents page](#)



Geography GCSE



So what do you study?

Global Geographical Issues

A Hazardous Earth, Development dynamics and Challenges of an urbanising world - You will study hurricanes, climate change, earthquakes and volcanoes. You will learn about why the World is such an unequal place and why some people live in poverty. You will also learn about how we can solve these problems for the future.

UK Geographical Issues

The UK's evolving physical and human landscape and a Geographical investigation, which must include 2 days of fieldwork investigation. - you learn about the key processes that shape the country you live in from the physical landscape and the impact of rivers and oceans to the cities of power and how they influence life in the UK. It is a requirement that we take you out of school for 2 days in the year to experience Geography Fieldwork.

People and Environment Issues

People and the biosphere, forests under threat and consuming energy resources - You will learn about some of the biggest problems facing our world today. How we are destroying our forest environments for human survival. What will we do when oil reserves run out? You will be asked to make a decision for the future of one country in the World. You will need to give your opinions in an exam situation.

Assessment

Assessment is 100% examination made up of 3 different papers. Paper 1 and 2 are 37.5% each and paper 3 is worth 25%. Between 10 and 20% of the overall marks are based on numeracy and geographical skills, use of graphs and tables of data for example.

Progression into 6th form

A Level Geography is taught at Fortis Academy 6th Form and is a popular course at many universities. At Fortis A Level Geography has many modern and forward thinking topics such as Energy Security and Health and Human Rights. It will give the opportunity to work outside the classroom with 4 days of fieldstudies within the course.

Careers Pathways

Geography is a subject that provides the skills for jobs and careers in a wide variety of areas from Engineering, Medical Professionals to Business and Law. Geography will teach you skills valuable to many employers, apprenticeships and further education providers.

Find out more about the qualification here:

[Specification_GCSE_L1-L2_Geography_B.pdf \(pearson.com\)](https://www.pearson.com/qualifications/gcse/geography/specification-gcse-l1-l2-geography-b.pdf)

Click here to return



to contents page

History GCSE



Why should you study History GCSE?

The study of history is essential to understanding how and why we got to where we are, either as an individual or a society, today. Our social and political structures and our local, regional and national identities are formed from events in our past. The past is never past, but is alive in our present.

Studying history is more than knowing the date and day of a significant world event so you can pass an exam. It provides an opportunity to exercise your imagination to understand life in another time, place and culture, as well as helping you understand the world as it exists now—and your place in it.

So what will you study:

Paper 1 - Understanding the Modern World.

This paper contains Conflict and Tension in Asia 1950–1975, and Germany 1890–45 and carries 50% of the total marks. The paper is 2 hours long.

In these topics you will learn about why there was a Cold War between America and USSR (Russia)? You will study how North Korea became a Communist Country and explore why America could not win the Vietnam War? Delving further in to the past you will complete an in-depth study on Hitler, how did he gain power and control Germany and why did he persecute different groups of people?

Paper 2 – Shaping the Nation.

This paper allows you study much further back in history and examines Britain: Health and the people (Circa 1000CE to the Present day) and the role of Elizabeth I in shaping Britain. This paper carries 50% of the total marks. The paper is also 2 hours long.

In these two topics you will focus on how medicine and surgery has developed during the period, what were the key changes? How did these key changes go on to affect people's lives? With the topic entitled Elizabethan England you will discover how Elizabeth I helped to shape religion in Britain. You will learn how Britain defeated the World's greatest super power and finally consider why Elizabeth I is considered to be one of England's greatest monarchs.

Skills and progression into the 6th form

Apart from studying a wide range of exciting historic periods, you'll learn a range of handy skills that will help you with A-levels and future work. These include:

- excellent communication and writing skills
- how to construct an argument
- research and problem skills
- investigation and problem-solving skills
- analytical and interpretation skills.

History is offered at Fortis Academy Sixth form and is very popular. A qualification in History is desirable for many universities.

Careers pathways

A History qualification is useful for a number of careers, including teaching, librarianship, banking and commerce, law, publishing, museums and art galleries and a wide variety of social work.

Find out more about the qualification here [AQA | GCSE | History | Specification at a glance](#)

Click here to return



to contents page

Citizenship GCSE



Citizenship studies investigates how the citizen is enabled by society to play a full and active part and how citizens are empowered to effect change within society. Citizenship understanding develops through the knowledge of how a society operates and functions and its underlying values.

The overarching theme of this specification is 'How citizens can try to make a difference'. This aim is supported by three content themes: Life in modern Britain, Rights and responsibilities and Politics and participation.

What is assessed?

Paper 1 : Active Citizenship & Politics and Participation

Students are required to undertake an investigation into a citizenship issue of their own choice which involves research, action and reflection.

Politics and participation, aims to give the student, through an understanding of the political process, the knowledge and skills necessary to understand how to resolve issues, bring about change, and how the empowered citizen is at the heart of our society.

Paper 2: Life in Modern Britain & Rights and Responsibilities

Life in modern Britain, looks at the make-up and dynamics of contemporary society, what it means to be British, as well as the role of the media and the UK's role on the world stage.

Rights and responsibilities, looks at the nature of laws, rights and responsibilities within the UK and has a global aspect due to the nature of international laws, treaties and agreements by which the UK abides.

Careers Pathways:

This is an exam based qualification and will support students who have an interest in how to contribute to society, want to take part in active citizenship and are interested in careers relating to public service such as within policing, government, education, National Health service and other careers such as investigative journalism and law.

Find out more by exploring the specification here: [AQA | Citizenship Studies | GCSE | Citizenship Studies](#)

Click here to return



to contents page

Computer Science GCSE



This course gives students a real, in-depth understanding of how computer technology works. The course will give them an insight into what goes on 'behind the scenes', including computer programming, which many students find absorbing.

All students have the opportunity to develop their computing skills, analyse problems in computational terms and devise creative solutions by designing, writing, testing and evaluating programs. We are looking for students who want to develop their understanding and application of the core concepts in computer science.

What is assessed?

	Content Overview	Assessment Overview
	<p>J277/01: Computer systems</p> <p>This component will assess:</p> <ul style="list-style-type: none">1.1 Systems architecture1.2 Memory and storage1.3 Computer networks, connections and protocols1.4 Network security1.5 Systems software1.6 Ethical, legal, cultural and environmental impacts of digital technology	<p>Written paper: 1 hour and 30 minutes 50% of total GCSE 80 marks</p> <p>This is a non-calculator paper.</p> <p>All questions are mandatory.</p> <p>This paper consists of multiple choice questions, short response questions and extended response questions.</p>
	<p>J277/02: Computational thinking, algorithms and programming</p> <p>This component will assess:</p> <ul style="list-style-type: none">2.1 Algorithms2.2 Programming fundamentals2.3 Producing robust programs2.4 Boolean logic2.5 Programming languages and Integrated Development Environments	<p>Written paper: 1 hour and 30 minutes 50% of total GCSE 80 marks</p> <p>This is a non-calculator paper.</p> <p>This paper has two sections: Section A and Section B. Students must answer both sections.</p> <p>All questions are mandatory.</p> <p>In Section B, questions assessing students' ability to write or refine algorithms must be answered using either the OCR Exam Reference Language or the high-level programming language they are familiar with.</p>

Careers Pathways:

The course provides excellent preparation for students who want to study or work in areas that rely on these skills, especially where they are applied to technical problems. These areas include engineering, financial and resource management, science and medicine.

Find out more by exploring the specification here: <https://www.ocr.org.uk/qualifications/gcse/computer-science-j277-from-2020/>

Click here to return

Dance BTEC



Why you should study dance?

Do you enjoy-

- Dancing
- Choreographing
- Being creative
- Challenging yourself independently and as part of a team

The BTEC Tech Award in Performing Arts offers a specialist dance pathway. During the course you will rehearse as if you are a professional dancer, set up a dance company and create a performance which you will perform in year 11.

Everyone taking this qualification will study three components, covering the following content areas:

Component 1: Exploring the Performing Arts- Developing an understanding of the performing arts including practitioners' work and the processes used to create performance.

Component 2: Developing Skills and Techniques in the Performing Arts - Development of performing arts skills and techniques through dance as performer.

Component 3: Responding to a Brief - Contributing to a workshop performance as either a performer or designer in response to a given brief and stimulus.

Opportunities:

- Learners will have access to the Dance Studio, lighting and sound.
- We have strong links with 'The Dance Exchange' and 'ACE' Dance and Music.
- Learners will also have the chance to visit professional performances and work with professional dancers.

Find out more by exploring the exam specification here:

[Performing Arts \(2022\) | BTEC Tech Awards | Pearson qualifications](#)

Careers- Studying the dance qualification can open many doors in the industry including, dancer, choreographer, dance teacher, dance therapist. The soft skills developed in dance (creativity, communication, team work, problem solving) will help learners in a range of careers outside of the performing arts industry.

Click here to return



to contents page

Drama BTEC



Why you should study drama?

Do you enjoy-

- Performing
- Working as part of a team
- Being creative
- Story writing

The BTEC Tech Award in Performing Arts offers a specialist acting pathway. You will be involved in creating and performing drama. During the course you will set up a theatre company and create a performance which you will perform in year 11.

Everyone taking this qualification will study three components, covering the following content areas:
Component 1: Exploring the Performing Arts - developing an understanding of the performing arts including practitioners' work and the processes used to create performance.

Component 2: Developing Skills and Techniques in the Performing Arts - development of performing arts skills and techniques through acting as performer.

Component 3: Responding to a Brief - contributing to a workshop performance as either a performer or designer in response to a given brief and stimulus.

Opportunities:

- The Drama Studios including the lights, sound and costumes/ masks.
- There will be several opportunities to visit the theatre.
- Opportunities to work with theatre practitioners in school.

Find out more about this qualification here:

[Performing Arts \(2022\)](#) | [BTEC Tech Awards](#) | [Pearson qualifications](#)

Careers- Studying the drama qualification can open many doors in the industry including, actor, director, drama teacher, drama therapist, lighting designer and costume designer. The soft skills developed in drama (creativity, communication, team work, problem solving) will help learners in a range of careers outside of the performing arts industry.

Progression into sixth form/KS5 study- This is the ideal course for pupils who wish to go on and study Drama at A level and continue to university for any subject. Your social and communication skills will enable you to access a wide range of career paths. Potential employers look for the skills learnt in Drama. Your performance skills will give you personal confidence for any future training or job.

Click here to return

Design and Technology GCSE



Why should you study design and technology?

You will be prepared to participate confidently and successfully in an increasingly technological world.

Be aware of how design and technology influence new inventions and product development.

Learn about historical, social, cultural, environmental and economic factors.

Explore how to solve real problems by designing and making products or systems.

Assessment:

There is one 2 hour written examination (component 1) worth 50% of the qualification; the remaining 50% will be a Design and Make task (NEA) (Component 2)	
Component 1: Design and Technology in the 21st Century	A mix of short answer, structured and extended writing questions assessing candidates' knowledge and understanding of: Technical principles Designing and making principles with their ability to: Analyse and evaluate design decisions and wider issues in design and technology.
Component 2: Design and Make Task	A sustained design and make task, based on a contextual challenge set by WJEC. This will assess your ability to: · Identify, investigate and outline design possibilities. · Design and make prototypes. · Analyse and evaluate design decisions and wider issues in design and technology.

Exam Board: https://www.eduqas.co.uk/qualifications/design-and-technology-gcse/?sub_nav_level=digital-resources#tab_resources

Career Opportunities:

Here are just some of the industries and jobs that are facilitated by a qualification in Design and Technology: Graphic Designer, Sculptor, Gallery Curator, Mechanical Engineer, Product Designer, Market Researcher, Fashion Designer, Dressmaker, Hairdresser.

Level 1 / 2 Vocational Award in Engineering



The Level 1/2 Award in Engineering provides a practical qualification. The specification is based around the world of engineering and aims to introduce students to the various strands available within the field. The qualification offers students the chance to develop knowledge, skills and understanding through tasks set in realistic work-related contexts.

The qualification has been devised around the concept of a 'plan, do, review' approach to learning, where learners are introduced to a context for learning, review previous learning to plan activities, carry out activities and review outcomes and learning. This approach mirrors engineering production and design processes and provides for learning in a range of contexts, thus enabling learners to apply and extend their learning. As such, the qualification provides learners with a broad appreciation of work in engineering related industries and wider opportunities for progression into further education, employment or training. The qualification has been designed to build on the skills, knowledge and understanding acquired at Key Stage 3, particularly skills related to literacy, numeracy, use of technology and design.

All focus areas will contribute towards the development of Basic Key Skills in Communication, Application of numeracy, ICT and Problem Solving.

- **Unit 1 Engineering Design** (48 Guided Learning Hours): Manufacture a product using secondary machining processes including the Lathe, Vertical miller and the Laser Cutter and learning to use processes to work within a given tolerance in the metalwork room.
- **Unit 2 Producing Engineered Products** (24 Guided Learning Hours): An in-depth analysis of an existing product, covering electronics theory, materials, manufacturing processes used. Pupils will use the iteration process to solve a design problem.
- **Unit 3 Solving Engineering Problems** (48 Guided Learning Hours): Written exam, 1 hour 30 minutes, covering the content of the specification, including processes covered in Units 1 and 2 and revealing the student's depth of knowledge in Engineering related issues.

Assessments	Unit Format	Guided Learning Hours
Unit 1 Engineering design	Coursework	48 GLH
Unit 2 Producing Engineered Products	Coursework	24 GLH
Unit 3 Solving Engineering Problems	External Exam	48 GLH

Who is suitable for this course?

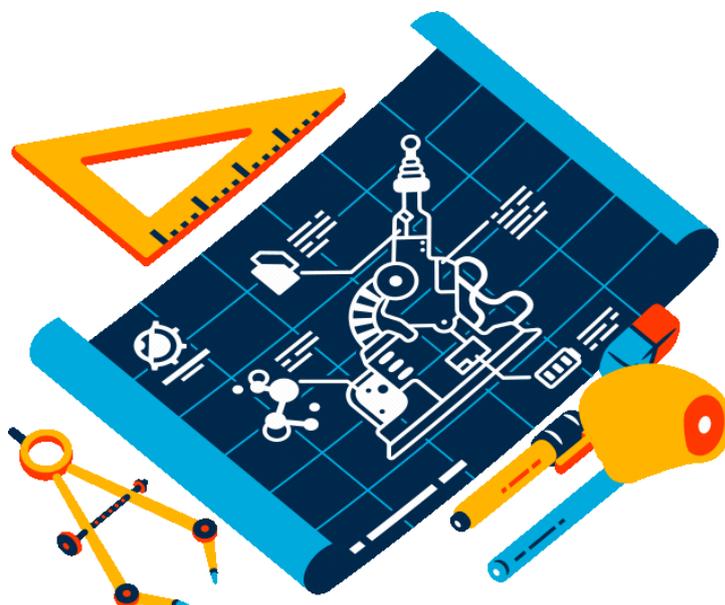
The course is particularly suitable for any student with an interest in the Engineering Sector. Students will need to be performing at a grade 5 in Maths and Science in order to feel confident in succeeding in this subject, as the Unit 3 exam requires a good level of understanding in both.

Career Options for Engineering.

Aerospace Engineering, Mechanical Engineer, Building Contractor, Civil Engineering, Surveyor, Maintenance Engineering, structural Engineer.

6th Form Entry Requirements: You will need to score a Grade 5 or above in Engineering as well as 5 grade 5's or more in Maths, English and Science.

Exam Board Link: [Level 1/2 Vocational Award in Engineering \(wjec.co.uk\)](http://wjec.co.uk)



Click here to return



to contents page

Food Science GCSE



The aims of the Food Preparation and Nutrition course will be based on six main principles:

- Principles of nutrition
- Diet and good health
- Commodities
- Science of food
- Where food comes from
- Cooking and food preparation
-

Food Preparation and Nutrition focuses on equipping students with the knowledge, understanding and skills required to cook and apply the principles of food science, nutrition, diet and good health.

The objective is to encourage students to gain skills through the love of cooking, enabling them to make informed decisions about health and diet and creating related learning opportunities and career pathways.

In studying Food Preparation and Nutrition, students must demonstrate knowledge and understanding of:

- Safe cooking skills by planning, preparing and cooking a variety of food commodities, cooking techniques and equipment.
- The functional and chemical properties of a range of commodities and the microbiological food safety considerations when storing, preparing, processing, cooking and serving food.
- The relationship between diet, nutrition and good health, including the physiological and psychological effects of poor diet and health.
- The economic, environmental, ethical, and socio-cultural influences on food availability, food security and food provenance. Explore a range of culinary traditions, British and International, to inspire new ideas or modify existing recipes.

Students will be required to complete an external exam and a coursework portfolio, consisting of two assessments:

Assessment 1: The Food Investigation Assessment (15%) - A scientific food investigation which will assess the learner's knowledge, skills and understanding in relation to scientific principles underlying the preparation and cooking of food.

Assessment 2: The Food Preparation Assessment (35%) - Prepare, cook and present three dishes which assesses the learner's knowledge, skills and understanding in relation to the planning, preparation, cooking and presentation of food.

These assessments will be based on a choice of tasks, resulting in 50% of the qualification.

In Year 11, students will study for an external exam:

The external exam consists of two sections, both containing compulsory questions and will assess the six main principles.

Section A will be questions based on stimulus material.

Section B will be a range of structured, short and extended response questions.

Written examination: 1 hour 45 minutes 50% of the qualification.

Career Options for Food Preparation and Nutrition

Agriculture Engineer, Baker, Barista, Butcher, Chef, Catering Management, Farmer, Food Scientist, Hotel Management, Restaurant and Hospitality Management, Nutritionist and many more.

6th Form Entry Requirements: You will need to score a Grade 5 or above in your GCSE Food Science as well as 5 grade 5's or more in your other subjects.

Exam Board Link: [GCSE Food Preparation and Nutrition | Eduqas](#)



Click here to return



to contents page

Health & Social Care Cambridge National



**Qualification: Cambridge National Level 1/2 in Health and Social Care – CERTIFICATE
(equivalent to 1 GCSE)**

Why should you study Health and Social Care?

This award is a vocationally related qualification that takes an engaging, practical and inspiring approach to learning and assessment. This qualification encourages independence and creativity and provides tasks that will engage students. This is a vocational course that links well with a wide range of future careers in health, social care or early years professions.

What will you study?

You will complete 3 units over the two years. Each unit has the same weighting.

Unit	Assessment Method
R033: Supporting individuals through life events.	COURSEWORK ASSESSED
R035: Health promotion campaigns.	COURSEWORK ASSESSED
R032: Principles of care in health and social care settings.	Exam.

What will I study in each unit?

Unit	Content
R033: Supporting individuals through life events.	Topic Area 1: Life stages Topic Area 2: Impacts of life events Topic Area 3: Sources of support
R035: Health promotion campaigns.	Topic Area 1: Current public health issues and the impact on society. Topic Area 2: Factors influencing health Topic area 3: Planning a health promotion campaign. Topic Area 4: Deliver and evaluate a health promotion campaign
R032: Principles of care in health and social care settings.	Topic area 1: The rights of service users in health and social care settings Topic Area 2: Person-centred values Topic Area 3: Effective communication in health and social care settings Topic Area 4: Protecting service users and service providers in health and social care settings

Progression after GCSE into the Sixth Form: Within the Social Science department, Health and Social Care is an option; you will follow the Cambridge Technical in Health and Social Care at Level 3 if you wish to continue your studies in health and social care. We also offer Psychology, Law, Criminology and Sociology at A level to assist you with further progression in the social sciences.

Career pathways: A Health and Social Care qualification will lead to a variety of careers such as care worker, youth worker, social worker, psychotherapist, nurse, occupational therapist, paramedic, dentist, midwife, doctor, pharmacist and some other psychological professions.

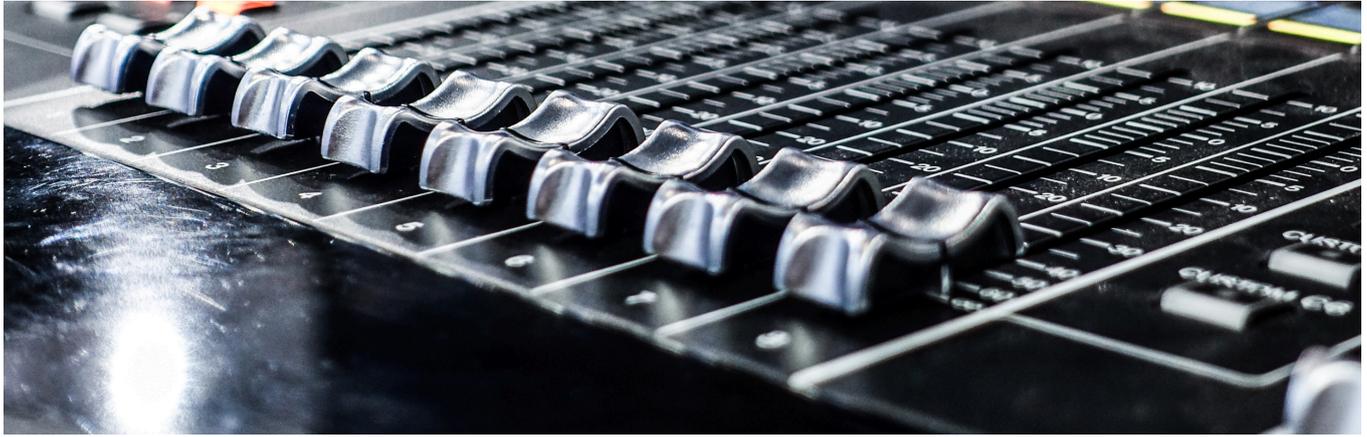
Find out more about the qualification here :

[Cambridge Nationals - Health and Social Care Level 1/Level 2 – J835 - OCR](#)

Click here to return



to contents page



Why you should study music?

Do you enjoy-

- Playing a musical instrument
- Music technology
- Singing
- Being creative

This course will give you the opportunity to develop knowledge and technical skills in a practical learning environment. You will develop key skills, ranging from rehearsing to experimenting with technology, equipment, and instruments. You will also develop an understanding of the music industry.

Everyone taking this qualification will study three components, covering the following content areas:

Component 1- Exploring Music Products and Styles - exploration of the techniques used in the creation of different musical products and investigation of the key features of different musical styles and genres.

Component 2- Music Skills Development - development of two musical disciplines through engagement in practical tasks, while documenting their progress and planning for further.

Component 3- Responding to a Music Brief - developing and presenting music in response to a given music brief.

Opportunities:

- Suite of Laptops (PC) with Music Software
- We have a large rehearsal space and a wide range of instruments available.
- Our newly refurbished recording studio.
-

Find out more information about this qualification here:

[Music Practice \(2022\)](#) | [BTEC Tech Awards](#) | [Pearson qualifications](#)

Careers- Studying the music qualification can open many doors in the industry including, performer, singer, music teacher, band manager, recording artist, producer and music marketing. The soft skills developed in music (creativity, communication, team work, thinking outside of the box) will help learners in a range of careers outside of the performing arts industry.

Click here to return

Sport Studies – Cambridge National



Why should you study Sport Studies

To study for Sport Studies, you would need:

- Strong subject performance in Science
- Strong subject performance in English

Our Cambridge National in Sport Studies will encourage students to think for themselves about the study of sport and the application to real-life practical sport, leadership and evaluation of the skills required there. They will study topics affecting sport through the contemporary issues unit, both play and lead sporting activities, as well as having the chance to either explore the world of outdoor sport or the media.

Assessment:

Over the course of the 2 years you will study 3 units.

R184: Contemporary issues in sport (EXAM):

By completing this unit, you will understand a range of topical and contemporary issues in sport, including learning about participation levels and barriers to completing sporting activities. You will also learn how participation is impacted by the promotion of values and ethical behavior, about the role of high-profile sporting events, the role of national governing bodies and how technology is used within sport

R185: Performance and leadership in sports activities (WRITTEN COURSEWORK)

In this unit you will have an opportunity to develop your skills both as a performer in two different sporting activities, and as a leader, developing a range of transferable skills. You will work both independently and as part of a team, including communicating with teammates as well as being in front of an audience when you perform. You will perform under pressure, both as a participant and as a leader, and will use your initiative to solve problems and make decisions.

R187: Increasing awareness of Outdoor and Adventurous Activities (WRITTEN COURSEWORK)

In this unit you will understand how to find out information about what opportunities there are in your local area as well as nationally in the UK for all different types of outdoor/adventurous activities. You will learn how to enjoy the activities safely by finding out what equipment, clothing, facilities and technology you need, as well as completing planning to help keep you safe.

Progression after GCSE into the Sixth Form: If you would like to carry on studying PE into sixth form then we offer the L3 BTEC Sport qualification which is the equivalent of an A level. As part of this course you will study 4 units: Anatomy and Physiology, Fitness Programming, Careers in sport and Sports Leadership.

Career Pathways.

The studying of Sport can lead to several careers within the sporting industry such as Sports Journalist, Nutritionist, Coach, PE teacher, Physiotherapist, Personal Trainer, career in the forces.

[Click here to return](#)



Religious Studies GCSE



Why should you study Religious Studies?

This course encourages pupils to explore different beliefs, as well as investigating moral, social, ethical and philosophical dilemmas. Pupils will be given the opportunity to analyse and evaluate both religious and secular (non-religious) responses to these issues as well as developing and expressing their own ideas and opinions. You do NOT need to follow a religion to take this course!

GCSE Religious Studies is divided into 2 modules consisting of one module on the study of Christianity and the study of Islam and a second module on current ethical and philosophical issues. There is **NO COURSEWORK** for this GCSE just 2 written exams so that each module has its own exam paper making it easier to revise as the information is chunked together.

It is taught through a variety of different methods including case studies, video clips, discussion and debate. There will be opportunities to learn outside of the classroom with educational visits and trips and the incorporation of guest speakers and collaborative learning.

Component 1: The study of religions: beliefs, teachings and practices	Component 2: Thematic studies
<p>What's assessed Beliefs, teachings and practices of two religions:</p> <ul style="list-style-type: none"> • Christianity • Islam 	<p>What's assessed Four religious, philosophical and ethical studies themes. Religious, philosophical and ethical studies themes:</p> <ul style="list-style-type: none"> • Theme A: Relationships and families. • Theme B: Religion and life. • Theme D: Religion, war & peace • Theme E: Religion, crime and punishment.
<p>How it's assessed</p> <ul style="list-style-type: none"> • Written exam: 1 hour 45 minutes • 96 marks (plus 3 marks for spelling, punctuation and grammar (SPaG)) 	<p>How it's assessed</p> <ul style="list-style-type: none"> • Written exam: 1 hour 45 minutes • 96 marks (plus 3 marks for spelling, punctuation and grammar (SPaG))
<p>Questions Each religion has a common structure of two five-part questions of 1, 2, 4, 5 and 12 marks. Each religion is marked out of 48.</p>	<p>Questions Each theme has a common structure of one five-part question of 1, 2, 4, 5 and 12 marks. Each theme is marked out of 24.</p>

Find out more about this qualification here: [AQA | Religious Studies | GCSE | Religious Studies A](#)

Progression:

This GCSE gives a solid foundation of knowledge for A-level Religious Studies which is taught in the Sixth Form at Fortis Academy. It is a popular course to study and develops many of the skills essential for university. It is great to study for a career in social work, law, police force, education and much more!

Statistics GCSE



Why should you study Statistics?

This course builds on your understanding from Key Stage 3 Maths but takes it much further. You learn to analyse, present and plan arguments based off the calculations you perform.

You will as part of the course develop skills and knowledge around Statistical Methods and concepts including data processing; analysing and representing data; evaluating probabilities so as to draw appropriate conclusions.

Statistics lets you make informed decisions where they may be uncertainty. You will learn a versatile skill set that can led directly to A-Level studies in A-Level Statistics but also support other subjects.

Assessment:

Paper One: Written exam, Calculator allowed taking 90 minutes. (50%)

Paper Two: Written exam, Calculator allowed taking 90 minutes. (50%)

Career Pathways.

The studying of statistics can lead to roles as a statistician, accountant, medical researcher, research scientists, weather forecasting, business analyst.

Exam Board: The link takes you to the specification and key details.

<https://qualifications.pearson.com/en/qualifications/edexcel-gcses/statistics-2017.html>

6th form Entry Requirements: GCSE Mathematics Grade 6 and 5 GCSE's at grade 4 and above.

Click here to return



to contents page

Art, Craft & Design GCSE



GCSE in Art, Craft and Design. Specialising in the following subject areas: printing design, surface decoration, 3D design, fine art, textile art, digital design, illustration, animation, interior design, fashion/jewellery design.

Why should you study Art, craft and design.....

During the course you will respond to art activities from a range of area disciplines, candidates will be expected to demonstrate skills through their response to their starting point, scenario or stimulus. A variety of processes and techniques can be explored when using different approaches to creating images or objects. Candidates should demonstrate an expressive and personal response in their work, appropriate to the activities listed below:

Painting, drawing, printmaking, sculpture, lens-based imagery and mix-media work.

Portfolio of Coursework:

Candidates need to produce a portfolio of work for this unit that demonstrates and provides evidence of meeting all assessment objectives. This should include research, preparatory and development studies. The portfolio will consist of a sustained project or projects. An annotated sketchbook should give evidence of analytical thinking skills. This unit of work is worth 60% of the total marks.

Exam Set Task

Unit two is set by the Exam board. Candidates are expected to choose one starting point for which they will generate an appropriate personal response for assessment and moderation. Candidates will have up to ten hours in which to independently realise their personal response. This unit is worth 40% of the total mark.

[Click here to return](#)

Physical Education (Statutory)



PE remains a statutory subject which means pupils are still required to do PE in year 10 and 11 although it is not examined.

During the academic year, students will spend five weeks each on six different activities. The list of activities comprises of: Netball, Football, Rugby, Handball, Dodgeball, Trampolining, Badminton, Fitness, Cricket, Rounders, Athletics, Basketball and Table Tennis. At the start of each activity, students will be told what they need to do in order to achieve each of the levels 1-9 and then at the end of each activity students will be given a grade 1-9. If a student excels in any one activity then they can be awarded a badge to go on their blazer in that individual sport. Several lunchtime and after school clubs are available for students to attend. If students attend a certain amount of extra-curricular activities there are rewards to be won!

By the End of year 11 pupils should be an effective learner in the following three areas in relation to PE:



Heart



Hand



Head

PE KIT

This is required for all lessons even when ill or injured as students can take on other roles within the lesson. Kit requirements: Fortis tracksuit, Fortis shorts, Fortis top, socks and suitable footwear for the activity.



[Click here to return](#)

EDGE & Enrichment (Statutory)



Pupils take part in EDGE & Enrichment every week and use this opportunity to develop our core values of Character, Resilience and Aspiration.

This aspect of the curriculum aids in preparing pupils for life outside of school and forms our wider curriculum. They will explore how to prepare for their working life, career aspirations, healthy relationships, how to protect their mental health and how to make good financial decisions in the future.

In addition to this they will explore topical issues such as the law around protected characteristics, the dangers that can occur online and how to develop their digital literacy as part of our digital strategy.

We also use this time to develop pupils exam skills, decoding exam language, learning how to revise and how to prioritise their time in order to prepare for exams effectively.

EDGE & Enrichment is delivered by EDGE tutors and will ensure that all pupils at Fortis Academy thrive in their education and continue to develop in the future.

Here is an outline of the topics covered during EDGE & Enrichment in KS4:

	Autumn 1 Safety	Autumn 2 Health	Spring 1 RSE	Spring 2 Equality	Summer 1 Values	Summer 2 Careers
Year 10	Seeking Safety BQ: How can I access help? Exploring moral issues impacting young people such as online gaming, gambling, forced marriages, causes of knife crime and modern-day slavery.	Mental Health & Wellbeing BQ: How do I protect my mental health? Screen time limits, signposting mental health support, promoting emotional wellbeing and child abuse signs.	Respect & Relationships BQ: Am I making the right decision? Sexualisation of the media, online pornography (myths vs reality), unhealthy relationships, sexual assault and the law around sending and receiving explicit pictures.	Exploring World Issues BQ: What are the issues across the globe? Researching international organisations who support peace. Women's rights, fair trade and free trade.	Exploring British Values BQ: What are my rights as a human? Exploring British values such as mutual respect, democracy, individual liberty and identity.	Your future & Beyond BQ: How do I prepare for success in the future? Post 16 options, managing exam stress and anxiety, social media Vs reality and CV writing.
Year 11	Mental Health & Wellbeing BQ: How do I look after my health as an adult? Education around checking our bodies to protect against cancer, abortion laws and morals, organ and blood donation and screening options.	Respect & Relationships BQ: How do I protect myself? Fertility, revisiting STI protection, respect in relationships, peer-on-peer abuse and signposting for support.	Personal Safety BQ: How do I make positive choices? Online safety, digital footprints and live streaming potential dangers. Cosmetic procedures, staying safe at festivals and substance abuse.	Preparing for GCSE's Revision support, intervention and study skills	Preparing for GCSE's Revision support, intervention and study skills	Preparing for GCSE's Revision support, intervention and study skills

In addition to this pupils take part in workshops delivered by a variety of external providers such as Loudmouth, Street teams and local universities.

Click here to return