



KS4 Options 2025

Introduction

Welcome to the Links Academy, St Albans, Key Stage 4 curriculum and options booklet for 2024. It is hoped that you find the information and guidance contained within both relevant and useful.

At Links Academy we always aim to ensure that our students have access to both a balanced and varied curriculum, and what follows in the rest of this booklet is a result of the school's endeavour to meet the needs of all its learners.

Please Note

We are not able to guarantee that every subject contained within the Options booklet will run as the school has to ensure teaching classes remain viable in terms of numbers, staffing and timetable constraints. However, every effort will be made to accommodate each student's preferences. **Once you have used the booklet, please turn to the last page and complete your subject preferences. Indicate your 5 preferences by putting your favourite subjects in order 1 to 5. Return this form to Mr Buckland.**

Missing School = Missing Out

Have you ever been asked....

'What do you want to do after you leave school?'

....can you answer that question?

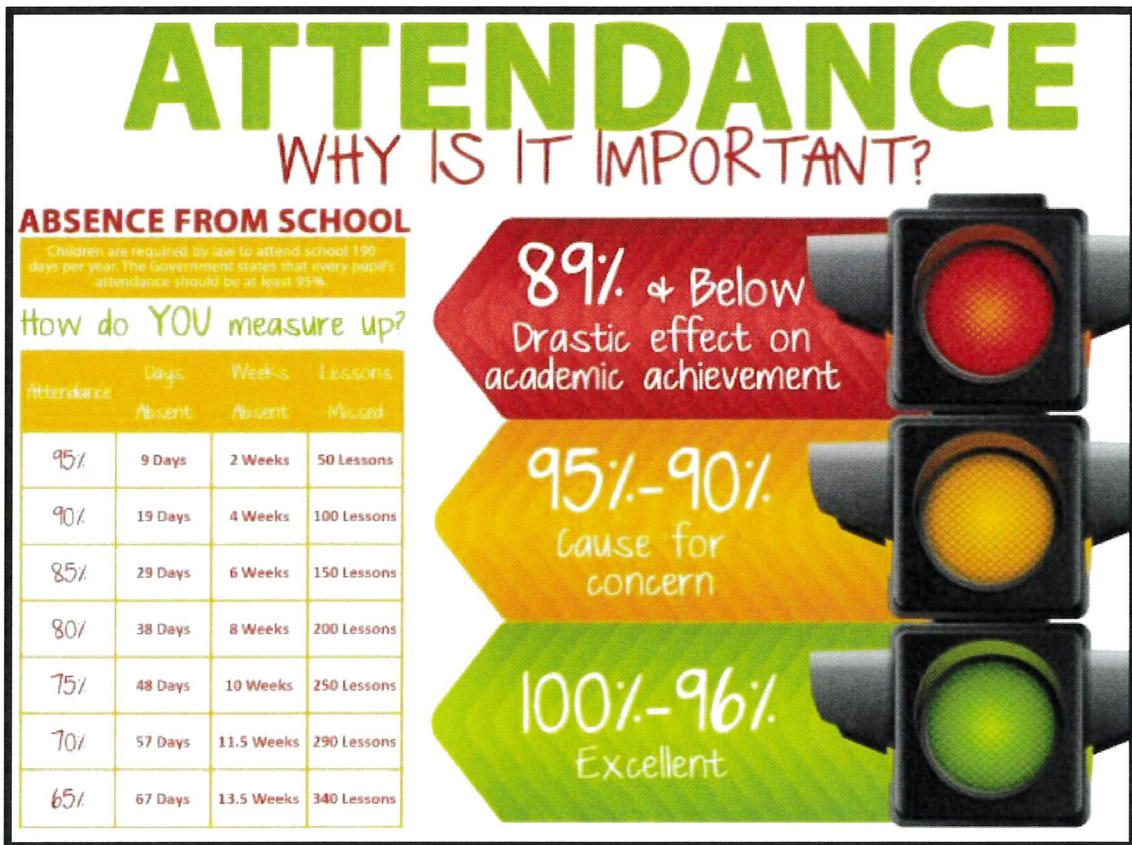
Great if you can, but no pressure, don't be surprised if you find yourself scratching your head and not able to, and you will not be alone as the majority of your peers will also think the same as you.

Even though you may not know, it's important not to give up and dis-engage with education and your learning, as the variety subjects you can access now and be successful in will mean that in 12 months' time, when you do leave school, you have more choice for your next steps.

That said, choosing any subject is only the first step.

The next vital step to being successful in your chosen subjects is showing your resilience and commitment and can be done by keeping your absences from school to a minimum and preferably none at all. By attending school every day and engaging with your learning, means that you are giving yourself the best chance at achieving and attaining qualifications in all subjects.

Did you know that being absent 2 days of school every month will mean that will miss 10% of the school year. Look at how those odd days add up and the impact they can have.



Don't forget, you don't need to be absent during school days, there are 175 days of the year when you are not required to attend school.

The law entitles every child of school age to a suitable education and it is the legal responsibility of every parent to make sure their child receives that education and attends school. In September 2024,

new Attendance legislation will be coming into practice, which includes an increase in Fixed Penalty Notice (FPN) fines for parents whose children do not attend school.

We want to see you in school every day and if you are not in, we will find out where you are.

From time to time things may crop up and can make coming to school difficult for you. It may feel easier to stay away, but be aware that these actions can have consequences not just for your attainment but also for your parents.

As a school, we would rather work collaboratively in partnership with families, treating the root causes of absence and removing barriers to attendance at home and/or at school.

If something is stopping you from being at school, come and talk to a member of staff, as we want to help and make **your** year 11 the best and most successful year for you yet.

Sarah Porritt
Trust Attendance Officer
Links Multi Academy Trust

How to Approach Your Learning In Years 10 and 11

A 10-Point Plan of Action

This is your chance to enjoy, and get the most benefit from, the two-year courses **YOU** will be studying.

You have a great opportunity, so we suggest the following plan to help you realise your full potential:

1. **Attend** all your lessons regularly. Keep absences to an absolute minimum.

Research shows that low attendance contributes to low achievement.
2. Focus on your learning throughout all your time in Years 10 and 11 – take every topic in every subject seriously.
3. **Value your learning** - realise that every lesson is important to your final grade.
4. **Study at home** will support your class learning – try to do a little at home as often as possible. Work is always on google classroom and teachers will support you with home learning.
5. **Take responsibility** for your own learning – arrive promptly to all lessons, keep distractions to a minimum and be present and involved in your learning.
6. **Learn steadily throughout the course** - last minute efforts do not work for examination courses. Give yourself the best chance to achieve the highest grade you are capable of by developing your skills and using them to the full throughout Years 10 and 11.
7. **Ask your teachers** for information or advice if you are not sure of what you should be doing and how you can reach the next level.
8. **Discuss your progress** and identify areas needing more attention. Use Progress Review Days to plan your term ahead.
9. **Look carefully** at the assessment grades you have been given and follow the advice of your teachers.
10. Take tests and mocks **seriously**. They are the best learning opportunity and also build resilience for the final examinations.

RISE TO THE CHALLENGE AND DO YOURSELF JUSTICE!

Assessment

Nearly all courses have some type of formal assessment which will take place in school and count towards your final grade.

This varies between subjects, so please check in the course information pages and by asking teachers of the subject.

You have the opportunity to show your skills and knowledge outside of examinations.

If you know what you need to learn, if you focus on learning in class and at home for the duration of the course, then all your skills and abilities can be used to improve your final results.

It means your progress is being continuously assessed throughout the time you are with us, so you can follow up teachers' advice to improve your performance.

Parents/Carers: Support Strategies

How can you become more involved in your child's examination preparation?

1. **Keep in touch** with the school.
Ask for any information that you think will be helpful. If you have a query, contact the school office.
2. **Find out** the skills and abilities your child will need to develop on each course and see if you can assist.
3. **Ask** regularly about your child's progress and needs. Discuss areas of concern and how best you can support your child in consultation with their subject teacher. We are always ready to help.
4. **Help** your child to devise a routine for completion of home learning and coursework submissions. Help with revision for trial and final examinations would also be of benefit.
5. **Attend** the Student Performance Review Days and come armed with questions! Meeting teachers is the best way to get up to date information on how well your child is progressing.

Curriculum Pathway

GCSE Examination Subjects taken by all students:

- English Language
- Mathematics
- Science - (Biology)

Other accredited subjects taken by all students:

- Maths Functional Skills
- English Functional skills
- Entry Level Science
- Home Cooking Skills

Non Examination Subjects taken by all students

- Learning for Life/PSHME
- Physical Education/Active Leisure

Options

Four subjects from the following list:

- Art (GCSE)
- Food and Cookery Skills (NCFE)
- History (GCSE)
- Sport (NCFE)
- Construction (NCFE)
- Public Services (NCFE)
- Leisure and Tourism (Btec)
- Hair and Beauty (VTCT)
- Child Development (OCR)

Core Examination Subjects

Subject	English Language
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Exam Board	Pearsons
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Specification number	1EN2
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Course Content:

Students will engage with a range of Fiction and non-fiction texts and will be encouraged to think about how the writer creates responses in the reader.

Assessment Units - ALL of these are compulsory.

Paper 1: Non-Fiction Texts.

- Study a range of functional 19th-century non-fiction texts
- Develop skills to analyse and evaluate non-fiction extracts.
- Develop transactional writing skills for a variety of forms, purposes and audiences.

This unit constitutes 50% of the qualification and has a total of 80 marks

Paper 2: Contemporary Texts

- Study a range of 20th and 21st Century prose fiction and literary non-fiction
- Develop skills to analyse and compare 20th and 21st Century fiction and literary non-fiction extracts
- Develop imaginative writing skills to engage a reader

This unit constitutes 50% of the qualification and has a total of 80 marks

Information and keys to success

A copy of the specification can be found here:

<https://qualifications.pearson.com/content/dam/pdf/GCSE/English%20Language/2021/specification-and-sample-assessment/9781446966709-gcse-2021-112-eng-lang-2-0.pdf>

Consistent work throughout the two-year course will be needed to be successful. A positive attitude to reading and applying the skills learned in class to a range of texts outside of class will be beneficial.

Progression – where this course might take you

A grade 4 or better in English Language will be needed for almost all Post 16 courses and students will be required to continue with English until they achieve that grade.

Careers

English lends itself to a huge variety of careers or fields of employment and employers take it very seriously. These careers or employment could include:

- *Journalism
- *Publishing
- *Advertising
- *The local government
- *Law

Subject	Maths
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Exam Board	AQA
Specification number	8300



Assessment:

Examination Paper 1	Examination 2:	Examination 3:
1h30 Non-calculator	1h30 Calculator	1h30 Calculator

Course Content:

Area	Example topics
Number	rounding, fractions, decimals, percentages, negative numbers, bidmas, calculations, types of numbers
Algebra	coordinates and graphs, sequences, simplifying, solving equations (linear and quadratic)
Geometry	2D and 3D shapes (including area, perimeter and volume), transformations, constructions, angles, bearings
Ratio and proportion	recipes, best buys, time intervals, speed, simple and compound interest
Probability	probability scales, sample space diagrams, Venn diagrams, frequency trees, tree diagrams
Statistics	data handling i.e. graphs and charts; measures of average and spread (mean, mode, median and range)

Progression – where this course might take you:

Most college courses require GCSE maths - often at Grade 4 or above. You have to continue to study maths at college until you gain a grade 4 or above

Further maths study: Maths A levels leading onto degrees in maths, economics, sciences and engineering.

Careers:

Most employers require GCSE maths - often at grade 4 or above

Maths based apprenticeships and employment: finance e.g banking, accountancy, financial advisor, data handler, statistician, insurance, tax advisor

Maths qualifications open the door to many career opportunities. Here is a selection from BBC bitesize:

accountant

coder

data manager

electrician

engineer

fantasy football influencer

financial advisor

lighting technician

manager

maths teacher

mortgage advisor

pilot

primary school teacher

research manager

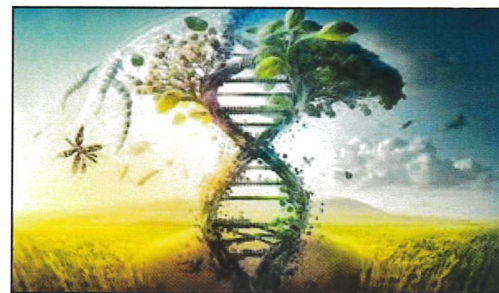
scientist

software developer

surveyor

Subject	Biology
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Exam Board	AQA
Specification number	8461



Assessment:

Examination Paper 1	Examination 2:
1 Hour 45 Mins 100 Marks 50% GCSE Chapter 1 Cells Chapter 2 Photosynthesis Chapter 3 Moving and changing Materials Chapter 4 Health Matters	1 Hour 45 Mins 100 Marks 50% GCSE Chapter 5 Coordination and control Chapter 6 Genetics Chapter 7 Variation and Evolution Chapter 8 Ecology in Action

Course Content:

There are a variety of question types on the 8 chapters above that include:

Multiple choice, structured, closed short answer and open response.

Information and keys to success

As a field of science, biology helps us understand the living world and the ways its many species (including humans) function, evolve, and interact. Advances in medicine, agriculture, biotechnology, and many other areas of biology have brought improvements in the quality of life.

Progression – where this course might take you?:

Biology is a well respected subject that facilitates entry onto almost all further study courses.

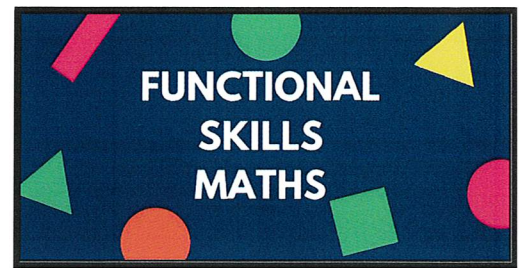
Careers:

There are many careers available in Science including researchers, medical sciences and technicians.

Core Accredited courses

Subject	Functional Skills Maths
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Exam Board	Edexcel
Specification	Functional Skills Level 1 and Level 2



Assessment:

Functional Skills Level 1	Other requirements:
Section A: Non-calculator 25 minutes 14 marks Section B: Calculator 1 hour 30 minutes 42 marks	No prior knowledge, understanding, skills or qualifications are required before learners register for this qualification.
Using numbers and the number system – whole numbers, fractions, decimals and percentages Using common measures, shapes and space Handling information and data. Section A and Section B are presented as separate question and answer booklets, and must be taken in the same examination session.	
Functional Skills Level 2	
Section A: Non-calculator 25 minutes 16 marks Section B: Calculator 1 hour 30 minutes 48 marks	
Using numbers and the number system – whole numbers, fractions, decimals and percentages Using common measures, shapes and space Handling information and data Section A and Section B are presented as separate question and answer booklets, and must be taken in the same examination session.	

Course Content:

Content area for Level 1 and Level 2:

Using numbers and the number system – whole numbers, fractions, decimals and percentages.

Using common measures, shape and space.

Handling information and data.

Solving mathematical problems and decision making at Level 1

Learners at Level 1 are expected to be able to use the knowledge and skills listed above to recognise and obtain a solution or solutions to a straightforward problem. A straightforward problem is one that requires learners to either work through one step or process or to work through more than one connected step or process. Individual problems are based on the knowledge and/or skills in the mathematical content areas (number and the number system; common measures, shape and space; information and data).

At Level 1 it is expected that learners will be able to address individual problems, some of which draw on a combination of any two of the mathematical content areas and require learners to make connections between those areas.

Solving mathematical problems and decision making at Level 2.

Learners at Level 2 are expected to be able to use the knowledge and skills listed above to recognise and obtain a solution or solutions to a complex problem. A complex problem is one which requires a multistep process, typically requiring planning and working through at least two connected steps or processes. Individual problems are based on a combination of the knowledge and/or skills from the mathematical content areas (number and the number system; measures, shape and space; information and data).

At Level 2 it is expected that learners will be able to address individual problems, some of which draw on a combination of all three mathematical areas and require learners to make connections between those areas.

Information and keys to success:

Functional Skills qualifications provide reliable evidence of a learner's achievements against demanding content that is relevant to the workplace.

The qualifications assess learners' underpinning subject knowledge and their ability to apply this knowledge to different contexts. They provide a foundation for progression to employment and further technical education, and they help learners to develop skills for everyday life.

Progression – where this course might take you:

Learners who achieve the Edexcel Functional Skills Qualification in Mathematics at Levels 1 and 2 can progress to:

- further mandatory mathematical study, such as GCSE
- the workplace
- further vocational study.

Subject	Functional Skills English
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Exam Board	Edexcel
Specification	Functional Skills Level 1 and Level 2

Assessment:

Functional Skills Level1	Other requirements:
Speaking, Listening and Communicating: 10 - 20 minutes Reading: 60 minutes Writing: 60 minutes	No prior knowledge, understanding, skills or qualifications are required before learners register for this qualification.
Elements are equally weighted and completion of all 3 will be required to obtain a full Level 1 qualification.	
Functional Skills Level 2	
Speaking, Listening and Communicating: Up to 60 minutes Reading: 75 minutes Writing: 60 minutes	
Elements are equally weighted and completion of all 3 will be required to obtain a full Level 2 qualification.	

Course Content:

Functional Skills English qualifications at Level 1 and 2 are qualifications for work, study and life. Achievement of the qualification demonstrates the ability at an appropriate level to read, write, speak, listen and communicate in English, and to apply these skills effectively to a range of purposes in the workplace and in other real life situations.

Functional Skills English qualifications at Level 1 and 2 indicate that learners should be able to speak, listen, communicate, read and write clearly, accurately, confidently and with effectiveness.

They should be able to:

- listen, understand and make relevant contributions to discussions with others in a range of contexts;
- apply their understanding of language to adapt delivery and content to suit audience and purpose;
- read a range of different text types confidently and fluently, applying their knowledge and

understanding of texts to their own writing;

- write texts of varying complexity, with accuracy, effectiveness, and correct spelling, punctuation and grammar; and
- understand the situations when, and audiences for which, planning, drafting and using formal language are important, and when they are less important.

A key aspect of developing knowledge and skills in English, at Level 1 and Level 2, is to be able to communicate with confidence, effectiveness and with an increasing level of independence.

Information and keys to success:

Participate fully in all your English lessons and commit to completing the assessments (more than once if necessary) until the qualification is achieved.

Progression – where this course might take you:

Further study of English at a similar or higher level, for example GCSE English Language and a Level 2 Functional Skills qualification may be sufficient for a number of college courses.

Subject	Entry Level Science
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Exam Board	OCR
Specification number	R483



Assessment:

Unit Test	Course Work	Skill Tasks
There are 12 Tests in each subject, Biology, Chemistry and Physics making 36 tests in total. Each test is out of 15 marks and takes about 15-20 mins to complete. Points are awarded on how many marks are achieved in the test ranging from 0.5 to a maximum of 2 points. These points go towards the final point score.	One piece of coursework has the value of 20 points. Students have to plan, carry out, analyse and evaluate a physics experiment which is written up and marked. Maximum points that can be achieved are 20. These points go towards the final point score.	While carrying out practicals in lessons students are assessed by the teacher on their Science based skills. Here they have 16 skills they can achieve giving a maximum score of 8 points. These points go towards the final point score.

Course Content

From the above three sections the students can achieve certificates and level qualifications.
 Level 1 = 25 points
 Level 2 = 50 points
 Level 3 = 75 points

Information and keys to success

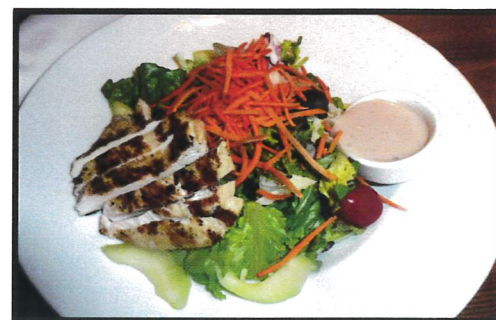
Students when given the opportunity should aim to complete as many unit tests as possible making sure all the questions on each test are attempted in order to increase the chance of achieving the greater number of points available.

Progression – where this course might take you

Working for a research company
 Environmental agency
 RSPCA/Animal rescue
 Science Technician

Subject	Level 2 Award Home Cooking Skills
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Exam Board	Pearson
Specification number	500/8020/9



Assessment:

There is no written exam for this course.

Students are assessed throughout the course and are expected to produce a review of everything that they cook. They are also expected to research recipes, share the information with others, find out about healthy eating and how to incorporate their knowledge into planning healthier meals.

The final assessment for this course is completed when the student has identified a group they wish to cook for, researched suitable recipes, planned the equipment, utensils and time needed to make the meal and then finally, cooked and served for a group. This is reported on by the guests and the feedback is incorporated into the students report about the meal. This information is then shared with the guests and other students before the written work is sent away to be moderated.

Course Content:

This qualification is a mainly practical based subject, looking at home cooked dishes, street foods and different skills needed to be a capable and safe cook at home. Students are expected to research suitable recipes and then prepare and cook them. Finally they are expected to be able to share their knowledge and skills with other people, at school and at home. Getting a better understanding of how to economise when planning a meal and the ability to transfer skills learned to a variety of recipes whilst sharing their knowledge with others and learning to enjoy cooking.

Information and keys to success

In order to enjoy these lessons students may need to be prepared to try new and different flavours than those they have tried before. Students will also have to remember that not every lesson will be practical. Dishes have to be researched, shopping lists written and utensils and equipment checked before cooking takes place. So some lessons will be theory based.

Progression – where this course might take you

Level 2 courses in Catering/Cooking.

Improving your cooking skills and enjoying cooking - a crucial life skill!

Careers

Catering. Cooking.

Hospitality industry.

Own Business

**Core
Non - Accredited courses**

LEARNING FOR LIFE/PSHME



This is a compulsory subject for all students.

Over the course of Key Stage 4, all students will study a subject called Learning for Life. This will include elements of Personal, Social, Health and Money Education (PSHME), Citizenship, Work Related Learning, Enterprise and Careers. Students will develop an insight into the world of work and learn to apply specific skills to maximise their chances of pursuing the education, training and employment paths of their choice.

In Learning for Life, students will learn about the business world and how businesses operate on a day to day basis. Students will learn how to construct CV's, prepare for interviews and about the vast array of opportunities and job types in the current market.

Clearly, the next two years are going to be critical in helping students to plan for their futures. A few students already have clear ideas about which career path they wish to follow but most are not so sure. Research into a wide range of possible careers paths can be carried out using computer programs and a variety of publications. The aim of the program of study is to help students become better prepared to enter society and the world of employment by giving them the tools and knowledge to understand and deal with the situations they will encounter throughout the course of their life.

During PSHME students will learn about some current affairs, how to keep themselves safe (including Online Safety) and the curriculum also adapts to current issues including gang culture, new and existing concerns about drugs and online threats.

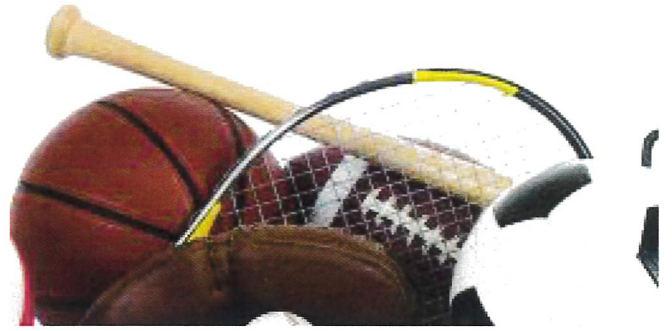
The course is taught across form times and in a bespoke session on Friday afternoons via assemblies, external speakers, fun activities and trips.

Further information is available from Mr Broadbridge.



Active Leisure

(CORE PE – non-examination)



This is a compulsory subject for all students.

For NCFE Sport information, please see the separate page in the options booklet.

All students continue to have one compulsory 50-minute lessons in core Physical Education.

Students continue to develop their performance and knowledge in a wide range of physical activities. Fitness and exercise activities and health education remain an important element of the PE curriculum, and students continue to experience different ways to exercise.

Students also continue to develop their ability to undertake different roles within sport and physical activity, such as leader, coach, trainer, official, and choreographer. Our association with Watford Football Club and St Albans Football Club allows pupils to complete their Junior Sports Leaders Award as part of these lessons.

There are also a number of sport-based enrichment activities that run throughout the year, including trips to football pitches to play small group games, water sports centres and Go Ape, Climbing Wall at Hatfield Sports Village and any other opportunities that become available to us.

Further information is available from Mr Broadbridge.



Optional Examination Subjects

Subject	GCSE ART & DESIGN
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Exam Board	EDEXCEL
Specification number	1AD0



Assessment:

Component 1: Personal Portfolio: 60% of the qualification	Component 2: Externally Set Assignment: 40% of the qualification
This component allows students opportunities to: to develop and explore ideas of research primary and contextual sources of experiment with media, materials, techniques and processes to present personal response(s) to theme(s) set by the centre.	This component allows students opportunities to develop and explore ideas of research primary and contextual sources of experiment with media, materials, techniques and processes to present personal response(s) to the externally-set theme.

Course Content:

Students undertaking the Art, Craft and Design title are required to create work associated with areas of study chosen from at least two of the five endorsed titles for Component 1. For Component 2, Art, Craft and Design students are required to create work associated with at least one area of study. This ensures that in the qualification as a whole, there is a breadth and flexibility in content and approach commensurate in demand with other titles.

Information and keys to success:

This GCSE Art and Design qualification requires students to:

- actively engage in the creative process of art, craft and design in order to develop as effective and independent learners, and as critical and reflective thinkers with enquiring minds
- develop creative, imaginative and intuitive capabilities when exploring and making images, artefacts and products
- become confident in taking risks and learn from experience when exploring and experimenting with ideas, processes, media, materials and techniques
- develop critical understanding through investigative, analytical, experimental, practical, technical and expressive skills
- develop and refine ideas and proposals, personal outcomes or solutions with increasing independence

- acquire and develop technical skills through working with a broad range of media, materials, techniques, processes and technologies with purpose and intent
- develop knowledge and understanding of art, craft and design in historical and contemporary contexts, societies and cultures
- develop an awareness of the different roles and individual work practices evident in the production of art, craft and design in the creative and cultural industries
- develop an awareness of the purposes, intentions and functions of art, craft and design in a variety of contexts and as appropriate to students' own work
- demonstrate safe working practices in art, craft and design.

Careers:

The study of Art may help support careers in Film, TV, Graphics and a host of other exciting industries.

Subject	NCFE Level 2 Certificate in Creating a Business Start-Up
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Exam Board	NCFE
Specification number	603/3632/8

Assessment:

Unit 1

The aim of this unit is to help you understand the initial steps of a business start-up. You will understand how to develop business startup ideas, understand business ownership and work out what resources are required to develop a business start-up.

- Understand how to develop business start-up ideas
- Understand the different types of business ownership
- Understand resource requirements for business start-up

Unit 2

The aim of this unit is to help you understand the market their business start-up idea will be positioned in and how to use market research to support the business start-up. You will understand how to develop a successful marketing strategy.

- Understand the market and market research
- Understand how to develop a brand for the business start-up
- Understand marketing strategies for a business start-up

Unit 3

The aim of this unit is to give you an understanding of the legal and financial factors that will affect the business start-up.

- Understand HMRC and tax requirements
- Understand legislation for the business start-up
- Understand cash, profit and cash flow
- Understand management of customers and suppliers

Unit 4

The aim of this unit is to give you an understanding of business planning and how to apply their theoretical knowledge to develop a final business plan.

- Understand the purpose of a business plan
- Develop a business plan

Useful Websites

- beta.companieshouse.gov.uk
- www.gov.uk
- www.sage.com
- www.youtube.co.uk

Information and keys to success

While completing this qualification, learners may develop the knowledge, understanding and essential skills employers look for in employees. These range from familiar 'key skills', such as team working, independent learning and problem solving, to more tricky-to-measure skills, such as:

- an appreciation for appropriate behaviour and dress
- appropriate interpersonal skills -
- communicating with professional colleagues/peers and/or hierarchical seniors
- supporting other aspiring employees
- personal manners and deportment
- understanding

Progression – where this course might take you

You will achieve this qualification and could progress to further Level 2 or Level 3 qualifications in areas where business skills are of importance. You will be able to study other courses and these can progress all the way to university degree level

Careers

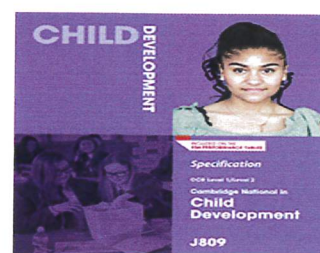
Accountant: Manages financial records, audits, and ensures compliance with tax regulations.

Financial Analyst: Analyses financial data, trends, and markets to provide investment recommendations.

- **Marketing Manager:** Develops strategies to promote products or services and manages marketing campaigns.
- **Human Resources Manager:** Oversees recruitment, employee relations, training, and benefits management.
- **Operations Manager:** Ensures efficient business operations, manages supply chain, and improves processes.
- **Business Consultant:** Provides expert advice to improve business performance, efficiency, and profitability.
- **Sales Manager:** Leads sales teams, develops sales strategies, and works to meet or exceed sales targets.
- **Project Manager:** Plans, executes, and closes projects, ensuring they are completed on time and within budget.
- **Entrepreneur:** Starts and manages new business ventures, taking on financial risks in the hope of profit.
- **Product Manager:** Oversees the development, marketing, and life cycle of a product.

Subject	Child Development
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Exam Board	OCR Cambridge Nationals
Specification number	J809



ocr.org.uk/cambridgenationals



OCR
Cambridge
National

Assessment:

There are 3 units to be covered:

Examination Unit R057	Unit R058	Unit R059
Health and wellbeing for child development	Create a safe environment and understand the nutritional needs of children from birth to five years	Understand the development of a child from one to five years

Course Content

Cambridge National in Child Development will inspire and equip you with independence and confidence in using skills that are relevant to the childcare sector and more widely. It covers all aspects of child development, from conception to five years, including how to provide a safe and nurturing environment.

R057 The exam unit, the exam is taken at the end of the two year course. The focus throughout this unit is the growth and development of a child from preconception health to five years. Taking into account the role of parents, professionals and the world around a child and how this can impact development.

R058 With a focus on two key learning goals across four tasks.

One - understanding the need for children to have a safe environment to grow and learn and how that can be developed. This includes research into equipment for children and designing a space for children to develop including risk assessment and prevention.

Two - understanding the nutritional requirements of children from birth to five years. This includes research into feeding options for children under 12 months and the development of a healthy eating option for children between one and five years, in line with government guidelines.

R059 Understanding the development of a child from one to five years of age

With a focus on Social, intellectual and physical developmental norms and how they are assessed. Including opportunities to observe developmental norms, then create and plan resources to support the development of children between the ages.

Information and keys to success:

If units R058 and R059 are completed by the end of year 10 and submitted to the exam board, students are able to sit the R057 exam in January of year 11. This allows for a re-sit in the summer if required.

R058 and R059 have summative projects; these are independent pieces of work that a student needs to complete with little to no support.

Progression – where this course might take you

There are a number of progression routes, from apprenticeships in nurseries and schools to full time college courses.

Careers

Nursery Teacher - Teaching - Speech and Language Therapist - Midwife - Health Visitor - Doctor - Social Worker - Family Support Worker.

Subject	Construction
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Exam Board	NCFE
Specification number	601/3232/2/CON



Assessment:

Unit 1: Use materials, tools and equipment to develop craft techniques.

Students need to look at what materials are available for designing and manufacturing, assessing which would be the best for the task they have chosen. Then, select the correct tools and equipment they would use. Finally they have to manufacture the product they have chosen to make and be able to comment on what they have done, why they chose the materials and tools and what skills they have learned.

Unit 2: Investigate creative enterprise and employment opportunities.

This unit is about the development of a small business within the construction industry. It focuses on all of the skills needed to start a business of your own and the different things you would have to think about before doing so. It is completely theory and paper based and involves research into local companies and the risks and rewards of being self or company employed.

Unit 3: Develop craft ideas

Students need to look at the problem they have chosen and research existing products and materials that are currently being used to solve this. They are expected to design a range of their own solutions to the problem and gather feedback from peers and staff about which one is the most suitable before adapting it to make sure it meets the challenge. Finally, they can start to manufacture it, whilst ensuring that they meet the necessary Health and Safety standards.

Unit 4: Create, present and evaluate the final construction item.

Unit 4 expects students to evaluate their design – which could be a stand alone product or the one designed for Unit 3 – then to comment on the process of designing and making it. A production plan, a list of suitable materials, tools and processes are needed as well as photos of the completed product to show how it meets the problem chosen at the beginning. Along with an evaluation of how well it meets the needs of the problem and how it could be improved.

Course Content

All students must complete four compulsory units. Each unit has a specific theme and must be completed by meeting the criteria. Students are expected to research ideas, discuss them and draw out ideas of their own; plan how to make their chosen product; manufacture their design and then to evaluate it so that they meet the assessment criteria. **There is no examination.** The coursework is assessed by Staff and an outside moderator.

Information and keys to success

www.ncfe.org.uk – [the website of the awarding authority.](#)

Pinterest – for research into existing products and ideas.

Progression – where this course might take you

NCFE Level 3 Certificate in Creative Craft

City and Guilds Level 3 Diploma in Craft Skills for Creative Industries: construction (carpentry and joinery, metal work, bricklaying, plaster working, plumbing).

Careers

Construction; Civil Engineering; Own business.

Subject	Food and Cookery Skills
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Exam Board	NCFE
Specification number	603/3911/1



Course Content:

All students must complete four graded compulsory units.

Each unit has a specific theme and must be completed by meeting the criteria. Students are expected to research ideas, discuss them and plan out dishes and menus ; plan how to make their chosen dishes; cook and present their dishes/menus, then to evaluate showing how they meet the assessment criteria. **There is no examination.** The coursework is assessed by Staff and an outside moderator.

Units are graded; Pass; Merit; Distinction. A completed qualification is equivalent to a GCSE pass.

Assessment Units - ALL of these are compulsory. All units are graded

Unit 1: Preparing to Cook.

This unit aims to introduce learners to the safe and hygienic preparation of the cooking environment and ingredients. Students will learn the importance of how to prepare, use and store equipment and utensils safely. Students will learn to follow recipes for a variety of dishes, to demonstrate their cooking skills. Students will be expected to produce either notes, power points or other written evidence to prove their knowledge of all aspects of this unit.

Unit 2: Understanding Food.

To achieve this unit students will have to prove that they understand other factors such as, social issues, environmental factors, sensory factors and cost issues all affect the planning and delivery of healthy meals at home and in a commercial environment. Students will be expected to demonstrate this knowledge when planning and cooking dishes.

Unit 3: Exploring Balanced Diets

To successfully complete this unit students will have to show that they understand the importance of a healthy diet for different groups of people e.g., young children, teenagers, elderly people or those with specific dietary needs. They will have to demonstrate how Guideline Daily Amounts (GDA's) and food labelling can help them make these choices and be able to adapt dishes to make them healthier.

Unit 4: Plan and Produce dishes in response to a brief.

To complete this unit students will be expected to use all of their previous knowledge gained during the course and plan, prepare and cook a menu to fulfil a given brief. For example, they will be asked to make suitable snacks for a parents evening at school . Students will have to show that they have considered the dietary requirements of the group, plan suitable dishes, prepare the room, equipment and utensils safely and appropriately, then cook and serve the food.

Information and keys to success

<https://www.ncfe.org.uk/qualification-search/qualification-detail/ncfe-level-2-certificate-in-food-and-cookery-skills-778>

Interest in developing recipes. Recipe books; Pinterest;

Progression – where this course might take you

Hospitality industry is currently the most understaffed area of the economy. There are over 200,000 vacancies in this sector currently.

Level 3 courses in Hospitality;

Apprenticeship in Hospitality industry

Careers

Chef; Catering; Front of House/Reception ; Food Industry: Food Development Own Business.

Subject	Hair & Beauty
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Exam Board	VTCT
Specification number	C02A1/C02C1/ C02C2/C02D1



Assessment:

Your knowledge and understanding in these units will be collected in a portfolio of evidence.

Guidance for this will come from your assessor. Your assessor may also ask questions to confirm your knowledge and understanding.

Your assessor will also observe your practical performance. Your grade will be determined by achievement of assessment criteria and achievement of additional performance standards.

The VTCT Level 2 Award/Certificate in hair and beauty skills. You will be awarded a Pass, Merit or Distinction for each unit. A Pass is worth 1 point, a Merit 2 points and a Distinction 3 points.

Extension qualifications C02C2 and C02D2 allow learners to progress to include additional units.

The hair and beauty teacher at Links Academy is a qualified Assessor for both hairdressing and beauty therapy and will assess all the learners for their theory portfolio evidence and the observation of your practical performance.

An EQA will quality assure the Centre annually to check the Assessor decisions and Centre quality assurance procedures.

Course Content:

Hairdressing and beauty therapy has been and remains an extremely popular vocational area that many young people are enthused by and aspire to. The aim of this qualification is to use the hair and beauty sector as a vehicle to develop learners more broadly, so they are prepared and equipped with the knowledge, understanding and skills to pursue a career in any context.

- Unit UC06 Create an image based on a theme
- Unit UC09 Follow health and safety practice in the salon
- Unit UHB3 Blow-dry and Finish Hair
- Unit UHB5 Basic Winding Techniques
- Unit UHB8 Shampoo and treat hair
- Unit UHB10 Plaiting and twisting hair
- Unit UHB12 Colour Hair using Semi-permanent Colour
- Unit UHB14 Basic Clipper Cutting

Information and keys to success:

Learning Methods

Learners will complete the theory coursework portfolio for each unit.

Learners will complete Formative and Summative practical assessment for each unit.

Expectations of Students

VTCT Level 2 Award in hair and beauty skills. Minimum requirement 2 units:

Learners are required to complete the mandatory unit UC06 Create an image and one optional unit.

VTCT Level 2 Certificate in hair and beauty skills. Minimum requirement 5 units:

Learners are required to complete the mandatory unit UC06 Create an image and 4 optional units.

Progression – where this course might take you:

Career Paths/Next Steps

VTCT level 2 Diploma in hair and beauty skills (VRQ) (Further Education college)

VTCT Level 2 NVQ Diploma in hairdressing, barbering or Beauty therapy. (Further Education college)

Level 2 Apprenticeship in: Beauty therapy -General, Makeup, Nail services.

Level 2 Apprenticeship in: Hairdressing or Barbering- Cutting, Colouring, Styling.

Careers

Hair stylist

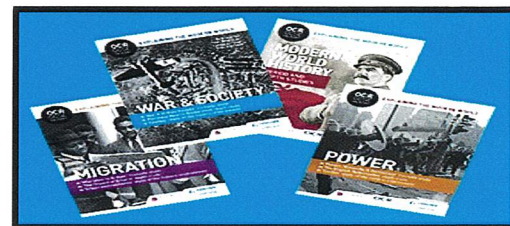
Barber

Make-up Artist

Beauty Therapist

Subject	GCSE History
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Exam Board	Edexcel
Specification number	1HIO



Assessment:

Paper 1: Thematic study and historic environment	Paper 2: Period study and British depth study	Paper 3: Modern depth study
<p>10: Crime and punishment in Britain, c1000–present and Whitechapel, c1870–c1900: crime, policing and the inner city</p> <p>Written examination: 1 hour and 15 minutes 30%* of the qualification 52 marks (16 for the historic environment, 36 for the thematic study)</p>	<p>P4: Superpower relations and the Cold War, B4: Early Elizabethan England, 1558–88.</p> <p>Written examination: 1 hour and 45 minutes 40%* of the qualification 64 marks)</p>	<p>31: Weimar and Nazi Germany, 1918–39</p> <p>Written examination: 1 hour and 20 minutes 30%* of the qualification 52 marks</p>

Course Content:


<p>Paper 1 content allows for a detailed look at Crime, Punishment and Policing across 1000 years of British History including a detailed look at the Jack the Ripper Case.</p> <p>For Paper 2 we study the Cold War and Elizabeth I’s government and threats to her reign</p> <p>For paper 3 we take a detailed look at the problems facing the Weimar Government and the rise of Hitler</p>

Information and keys to success

<p>You will need to retain quite a lot of information to be successful in this course. There is no coursework so revision for all 3 final examinations will require revision.</p>

Progression – where this course might take you

<p>History is a very well respected subject and it can lead to careers in research and journalism amongst other things. It also facilitates entry on to most post 16 subjects.</p>
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Subject	Leisure and Tourism	
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Exam Board	BTEC
Qualification Title	Pearson BTEC Level 1/Level 2 First Award in Travel and Tourism
Specification number	600/6512/6

Assessment:

Examination 1	Examination 2:
External Assessment: Unit 1: The UK Travel and Tourism Sector. This unit is assessed externally using a paper-based exam marked by Pearson. 1h exam in January and June.	Internal Assessment: For the Pearson BTEC Level 1/Level 2 First qualifications, the 3 of of the units are assessed by the teacher through internal assessment. The student is having an assignment after completing every Aim of the Unit.
Externally assessed units have the same grades as internally assessed units: <ul style="list-style-type: none"> ● Level 2 – Pass, Merit, Distinction ● Level 1 ● Unclassified. Learners who do not achieve a Level 2 may be entitled to achieve a Level 1 where	

Course Content

<p>This qualification has been developed to provide an engaging and stimulating introduction to the travel and tourism industry.</p> <p>The core units are:</p> <ul style="list-style-type: none"> ● Unit 1: The UK Travel and Tourism Sector – this unit covers the main types of tourism in the UK, the contribution that travel and tourism makes to the UK economy and the different component industries that make up the UK travel and tourism sector. ● Unit 2: UK Travel and Tourism Destinations – this unit covers what the different types of UK destinations have to offer, as well as locating tourist UK destinations and routes. <p>The optional specialist units:</p> <ul style="list-style-type: none"> ● Unit 3: The Travel and Tourism Customer Experience – which looks at the needs and expectations of different types of customer in the travel and tourism sector and how organisations

address these.

- **Unit 4:** International Travel and Tourism Destinations – which looks at international travel and tourism destinations and gateways and reasons for their appeal to different visitors.

Information and keys to success

Internal assessment is the main form of assessment for this qualification, so students must be prepared for and motivated to work consistently and independently to achieve the requirements of the qualification

Progression – where this course might take you

The Pearson BTEC Level 1/Level 2 First Award in Travel and Tourism provides the skills, knowledge and understanding for level 2 learners to progress to:

BTEC Level 3 in Travel and Tourism

- related academic qualifications
- employment within the travel and tourism industry, for example posts in travel agencies, visitor attractions and the tourist information centre.

Learners who achieve the qualification at Level 1 may progress to related level 2 vocational or academic qualifications, such as BTECs or GCSEs.

Careers:

Tour Manager, Museum Assistans, Theme Park Worker/Manager, Tourist Guide, Tourism Officer, Air Cabin Crew, Visitor Attraction General Manager, Train Station Staff.

Subject	NCFE Level 1/2 Certificate in Uniformed Protective Services
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Exam Board	NCFE
Specification number	603/4349/7

Assessment:

Unit 1- Introduction to uniformed protective services skills

This unit provides you with the technical skills, knowledge and understanding of the different telecommunications, commands and controls and health and safety used in the uniformed protective services. This unit will also develop your understanding of how the uniformed protective services respond to emergency incidents.

- Types of communication in the uniformed protective services
- How to use radio communications in the uniformed protective services
- How to communicate by radio and other forms of communication in emergency and non-emergency situations
- Command and control skills and qualities
- How to communicate effectively to brief and debrief a team
- Different command and control activities
- How to identify different types of forensic evidence
- How to investigate and collect evidence from a crime scene
- The purpose, functions and how to perform foot drill and marching

Unit 2- Physical preparation for the uniformed protective services

In this unit, learners will develop the technical skills and knowledge of the physical preparation required for entry into the uniformed protective services. Learners will also develop the technical skills required to undertake a land or water-based adventurous activity and be able to undertake an expedition, including map reading, compass skills and planning techniques

- The different fitness tests used across a range of uniformed protective services
- How to undertake fitness tests used by uniformed protective services
- How to produce a personal fitness training plan for improvement
- How to assess personal fitness training plans against fitness improvements
- A range of land and water-based activities used in the uniformed protective services
- How to undertake a risk assessment for land and water-based activity
- How to participate in a land or water-based activity
- Land navigation skills used in the uniformed protective services
- The care, features and how to find directions using a compass
- The practical navigation skills used in the uniformed protective services
- The equipment required for an expedition
- The planning required for an expedition
- The expedition skills required for an overnight expedition
- How to participate in a single or multi-day expedition

Useful Websites

- <https://www.youtube.com/>
- <https://www.dofe.org/>
- <https://www.army.mod.uk/>
- <https://www.raf.mod.uk/>
- <https://www.royalnavy.mod.uk/>
- <https://www.gov.uk/>
- <https://www.police.uk/>
- <https://www.herts.police.uk/>

Information and keys to success:

While completing this qualification, learners may develop the knowledge, understanding and essential skills employers look for in employees. These range from familiar 'key skills', such as team working, independent learning and problem solving, to more tricky-to-measure skills, such as:

- an appreciation for appropriate behaviour and dress
- appropriate interpersonal skills
- communicating with professional colleagues/peers and/or hierarchical seniors
- supporting other aspiring employees
- personal manners and deportment
- understanding work practices and how different roles and departments function within an organisation.

Progression – where this course might take you:

Progression opportunities for those that achieve this qualification could progress to A Levels and further Level 2 and 3 qualifications, such as:

- NCFE Level 2 Diploma for Entry to the Uniformed Services (601/2456/8)
- Other Level 2 Uniformed or Public Services qualifications
- NCFE Level 3 Introductory Certificate (601/8790/6), Certificate (601/8791/8), Diploma ((540) 601/8792/X)/((720) 601/8793/1) and Extended Diploma (601/8794/3) for Entry to the Uniformed Services
- Other Level 3 Uniformed or Public Services qualifications
- Protective Services Apprenticeships such as policing, security, HM forces, fire service, paramedics.

Careers:

Civil Servant: Works in various government departments and agencies, developing and implementing policies and programs.

Diplomat/Foreign Service Officer: Represents their country abroad, managing diplomatic relations and promoting national interests.

Police Officer: Maintains public order, prevents and investigates crimes, and enforces laws.

Firefighter: Responds to fire emergencies, rescues individuals, and provides medical care.

Emergency Medical Technician (EMT)/Paramedic: Provides medical care in emergencies and transports patients to medical facilities.

Correctional Officer: Oversees individuals who have been arrested and are awaiting trial or who have been sentenced to serve time in a jail or prison.

Social Worker: Provides support and services to individuals and families in need, including counselling, advocacy, and connecting them with resources.

Public Health Nurse: Works to improve the health of the community through education, policy advocacy, and direct care.

Substance Abuse Counsellor: Supports individuals struggling with addiction through counselling and treatment programs.

Public School Teacher: Educates students in primary, secondary, or special education settings.

School Administrator: Manages the operations of educational institutions, including policy implementation and staff supervision.

Environmental Protection Specialist: Develops and enforces regulations to protect the environment and public health.

Public Works Director: Oversees the construction and maintenance of public infrastructure such as roads, bridges, and water systems.

Judge/Magistrate: Presides over court proceedings, interprets laws, and ensures justice is served.

Public Defender: Provides legal representation to individuals who cannot afford private counsel.

Prosecutor/District Attorney: Represents the government in criminal cases, bringing charges against defendants and presenting evidence in court.

Emergency Management Director: Prepares plans and procedures for responding to natural disasters and other emergencies.

Disaster Response Coordinator: Coordinates relief efforts during and after emergencies to provide aid and restore services.

Nonprofit Manager: Oversees the operations of nonprofit organisations, including fundraising, program development, and community outreach.

Community Service Coordinator: Organises and manages community programs and services to meet local needs.

Subject	Sport
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Exam Board	NCFE
Specification number	601/3037/4



Assessment:

Participating in Sport	Introduction to healthy exercise and Nutrition	Anatomy and Physiology	Planning and running a sports event
<p>Learning outcome:</p> <p>1 Be able to organise a sports activity</p> <p>2 Be able to participate in a sports activity</p> <p>3 Be able to review participation in the sports activity</p> <p>4 Understand rules, regulations and the concept of fair play within sport</p>	<p>Learning outcome:</p> <p>1 Understand the effects of exercise on the body</p> <p>2 Understand the components and principles of fitness</p> <p>3 Understand nutritional guidelines for different demographics</p> <p>4 Understand the health benefits of good nutrition</p>	<p>Learning outcome:</p> <p>1 Know the structure and function of the skeletal system</p> <p>2 Know the structure and function of the muscular system</p> <p>3 Know the structure and function of the cardiovascular system</p> <p>4 Know the structure and function of the respiratory system</p> <p>5 Understand the nervous system and its relation to exercise</p> <p>6 Understand energy systems and their relation to exercise</p>	<p>Learning outcome:</p> <p>1 Understand the different types of sports events</p> <p>2 Be able to plan a sports event</p> <p>3 Be able to contribute to the organisation of a sports event</p> <p>4 Be able to contribute to the running of a sports event</p> <p>5 Be able to review the success of a sports event</p>

Course Content

Participating in Sport - This unit enables learners to develop their practical skills in sport through organising and participating in sports activities. Learners will work with others to plan a sports activity, participate in a sports activity and evaluate their own performance and the performance of others following the activity. The unit is underpinned by learners gaining the required

knowledge and understanding of sport rules and regulations.

Introduction to healthy exercise and Nutrition - This unit provides learners with an introduction to exercise and nutrition. Learners will explore the effects of exercise in the body, the components of fitness and different types of training and how specific populations (such as people aged 50+) should adhere to key safety guidelines. In addition learners will consider the impact and importance of good nutrition and the health benefits related to this.

Anatomy and Physiology - This unit will provide learners with an understanding of anatomy and physiology in the context of exercise. Learners will develop their knowledge of the structure and function of the body and how exercise impacts it. A range of learning outcomes cover the skeletal, muscular, respiratory, cardiovascular, nervous and energy systems.

Planning and running a sports event - Within this unit learners will develop their understanding of the different types of sporting events and how events and competitions differ. This will be enhanced by learners having the opportunity to plan, organise, deliver and evaluate the success of the event.

Information and keys to success

Lesson participation and an interest in sport and exercise. Having an interest in the theory behind Sport is a must as much of the course is classroom based.

Progression – where this course might take you

Further and higher education

Careers

Management Roles – Fitness/Gym Manager, Leisure Manager, Director/Head of Centre, Education Manager

Business roles – Sports Agent, Sports Marketing, Sports Journalist, Sport Media Commentator, Social Media Influencer, Sports Lawyer, Sports Agent

Development – Sports Development Manager, Sports Development Officer

Teaching – Primary teaching, PE teaching

Fitness – Fitness Facilities Manager, Gym Instructor, Group Exercise Instructor, Personal Trainer, Membership Consultant

Outdoor – Outdoor Activities Instructor, Assistant Activity Leader, Outdoor Centre Manager, Mountain Leader, Outdoor Event Organiser

Elite Sport – Athlete Sponsorship, Influencer, Performer, Sports Analyst, Sports Scientist, Physiotherapist, Strengthening and Conditioning Professional, Sports Nutritionist, Driver, Sports Kit Manager

Coaching – Community/Elite performance, Assistant Coach, Coach, Advanced/Senior Coach

Wellbeing – Community Health Officer, Pilates, Yoga or Tai Chi instructor

Leisure – Swimming teacher, Leisure Centre Manager, Receptionist, Recreation Assistant, Lifeguard, Team Leader

What are your subject preferences?

Choose your top 5.

Art	
Business	
Catering	
Child Care	
Construction	
Hair and Beauty	
History	
Leisure and Tourism	
Public Services	
Sport	

Name: _____