LINKS ACADEMY HATFIELD

KS4 Options 2025

Introduction

Welcome to the Links Academy, Hatfield, Key Stage 4 curriculum and options booklet for 2025. 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 from 1 to 5. Return this form to Mr Fuller.

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
Three subjects from the following list:

- Art (GCSE)
- Business Studies (NCFE)
- Child Development (OCR)
- Construction (NCFE)
- Food and Cookery Skills (NCFE)
- Hair and Beauty/Barbering (VTCT)
- Public Services (NCFE)
- Sport (NCFE)

Core
Examination Subjects

Subject	English Language

Exam Board	Pearsons
Specification number	1EN2

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-l12-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

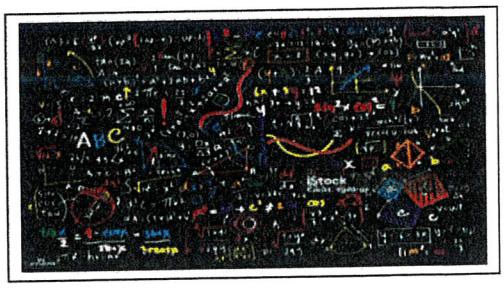
A grade 4 or better in English Language will be needed for almost all Post 16 courses and students will be required to continue with English until they achieve that grade.

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

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 level 2 and level 3 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

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:

This course covers the basic and fundamentals of Biology Education, split within 8 topics. Providing students with generalised biology knowledge and understanding applicable to their own bodies and the world around them.

There is a link to maths with the use of graphs and data. There are 9 core practicals to complete that sit respectively within the 8 topics.

For the exam 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.

In order to gain the most out of the subject it is important to revise and use your passion for learning to discover additional information using GCSE Bitesize, Emma the Teachie, Grade Gorilla and other revision tools. Success in Biology comes from developing a secure knowledge and understanding of the course content and effective memory recall.

Progression – where this course might take you?:

Biology is a well respected subject that facilitates entry onto almost all further study courses. Especially those within the science fields, medical, child care, Care work and can support with food courses and trades.

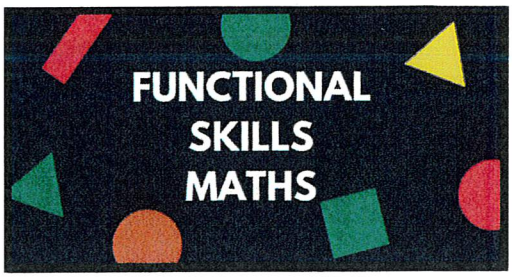
Careers:

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

Core
Accredited Courses

Subject	Functional Skills Maths

Exam Board	Edexcel
Specification	Functional Skills Level 1 and Level 2



Assessment:

Functional Skills Level1	**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

Functional Skills English

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.
Be self reflective and self motivated to succeed.

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.

Functional Skills level 2 English can also be recognised by employers as a sufficient level of pass for employment in many entry level jobs and service level jobs, EG working for retail establishments / supermarkets.

Subject	Entry Level Science

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 1 & Level 2 Award Home Cooking Skills

Exam Board	Pearson
Specification number	500/8020/9

Assessment:

There is no final 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 and students are required to complete written assessment packs as part of their practical assessment.

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

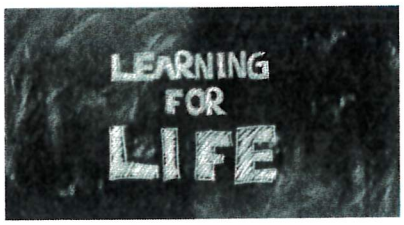
Catering. Cooking.

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.

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 CVs, prepare for interviews and about the vast array of job opportunities and job types in the current market.

Clearly, the next two years are going to be critical in helping students 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 career paths will 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, via assemblies, external speakers, fun activities and trips.

Active Leisure

(Core PE - non-examination)

This is a compulsory subject for all students.

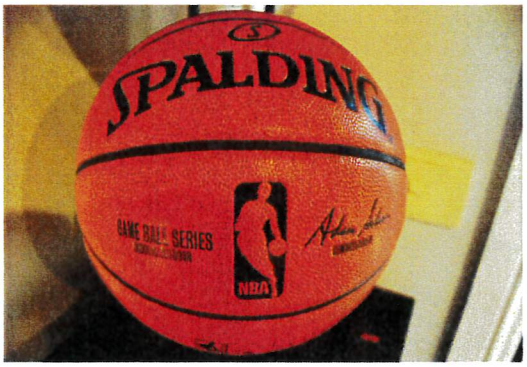
For NCFE Sport information, please see the separate page in the options booklet.

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

Students continue to develop their performance and knowledge in a 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 and official.

There are also a number of sports-based enrichment activities that run throughout the year, including trips to football pitches to play small group games, climbing walls and any other opportunities that become available to us.



Optional
Examination Subjects

Subject	GCSE ART & DESIGN

Exam Board	EDEXCEL
Specification number	1AD0

Assessment:

Component 1: Personal Portfolio (An A3 Sketchbook): 60% of the qualification	**Component 2: Externally Set Assignment (An A4 sketchbook): 40% of the qualification**
In this component, students are given an A3 sketchbook and we explore the work of other artists, we say what we think of their work and we make our own work in all sorts of different materials. Students get a lot of input and can make their own choices about what they are interested in.	This component is often called the Art 'Exam'. It is usually a topic or theme which students can choose to explore however they want. This year the theme was 'Gatherings' and students chose to make art work about Sport, Church, Parties and 'Collecting things'.

Course Content:

In Art GCSE we make paintings, take photos, do printing, sculpture and work in fabric and with textiles - students can create work according to their interests and have some freedom to choose what they do and make, with guidance from their teacher.

Students doing the Art, Craft and Design GCSE need to create work in at least two different media or materials for Component 1. For Component 2, students are required to create work associated with at least one material of media.

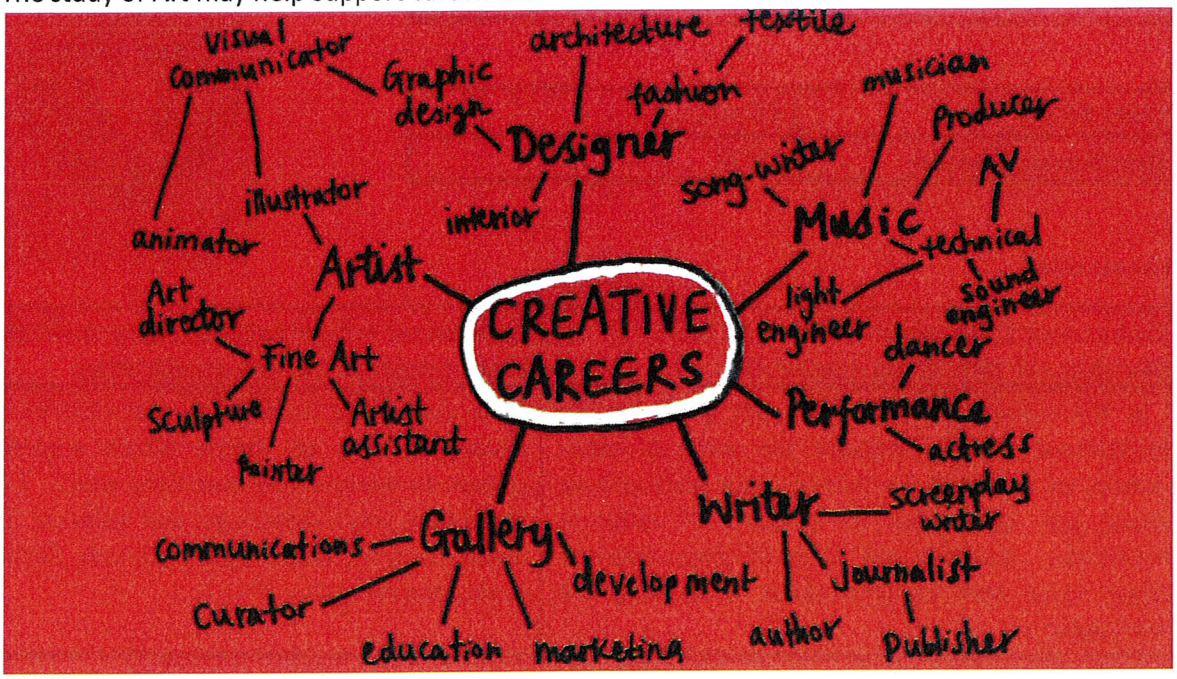
Information and keys to success:

GCSE Art and Design students must make an A3 sketchbook of work, along with some bigger pieces. Everyone will be encouraged to:

- express themselves about their ideas for art, craft and design in order to become independent learners, with enquiring minds
- explore the work of other famous artists and make creative images, artefacts and products
- become confident in taking risks and making mistakes. They must learn from experience when exploring ideas and using materials and techniques
- investigate, analyse, experiment and try out new skills
- we all visit art galleries, museums and see art in the real world on trips and visits
- demonstrate safe working practices in art, craft and design

Careers:

The study of Art may help support careers in:



Art can also help you get a good GCSE grade and it is an ACADEMIC subject that will help you to get into college, if you want to be:

- *A Solicitor or Lawyer*
- *A Researcher*
- *A Teacher or work with children*
- *A Social Worker*
- *Someone who works in a trade, such as Carpenter, Painter and Decorator etc.*
- *you want to work in Web design, Social Media or with Artificial Intelligence models, like Chat GPT*

Subject	NCFE Level 2 Certificate in Creating a Business Start-Up

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

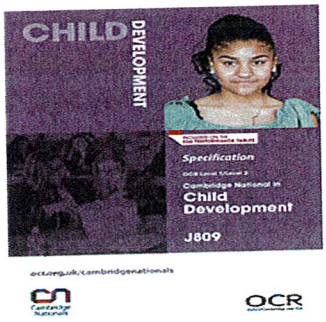
Careers

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:** Overseas 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

Exam Board	OCR Cambridge Nationals
Specification number	J809



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

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, electrician).

Careers

Construction; Civil Engineering; Carpentry; Own business.

Subject	Food and Cookery Skills

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 pints 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 112,000 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 or Barbering

Exam Board	VTCT
Specification number	C02A1/C02C1/C02C2 or UHB14

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.

Hair & Beauty
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 qualification C02C2 allows learners to progress to include additional units.

Barbering
The VTCT Level 2 UHB14 Basic Clipper cutting techniques for men's hair. You will be awarded a Pass, Merit or Distinction for this unit.

The hair and barbering teacher at Links Academy is a qualified Assessor for both hairdressing and barbering 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, Barbering 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, barbering 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.

Hair & Beauty
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 UHB8 Shampoo and treat hair
Unit UHB10 Plaiting and twisting hair
Unit UHB12 Colour Hair using Semi-permanent Colour
Barbering
Unit UHB14 Basic Clipper cutting techniques for men's hair

Information and keys to success:

Learning Methods
Learners will complete the theory coursework portfolio for each unit.

Learners will complete practical assessments 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.

Barbering. Minimum requirement 1 unit:
Learners are required to complete the mandatory unit UHB14 Basic Clipper cutting techniques for men's hair

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	NCFE Level 1/2 Certificate in Uniformed Protective Services

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

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

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