

# AQA showcase units

Celebrating every success





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# Unit Award Scheme Certificate

PAUL J COLLINS (date of birth 01/01/2000), a student at THE PROGRESSIVE CENTRE, has completed the following unit of work

***LEARNING TO PLAY NEW AGE KURLING WITH SUPPORT***

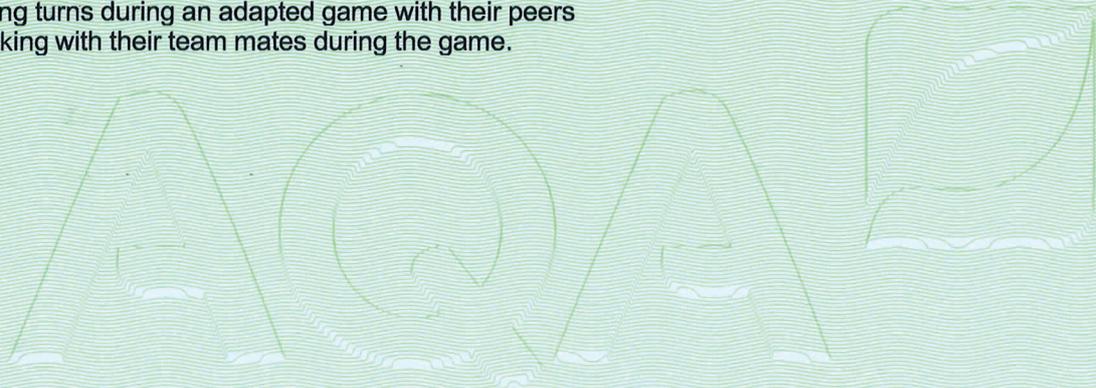
In completing the unit the student has:

**demonstrated the ability to**

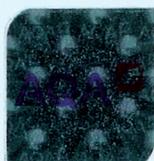
1. lift a kurling stone to place it on a starting point
2. release a kurling stone from a starting point
3. send a kurling stone towards a partner with some accuracy, with adult support
4. track the stone as it travels towards the target with support

**experienced**

5. taking turns during an adapted game with their peers
6. working with their team mates during the game.



948/1000/644828/2024-2025



*Colin Hughes*

Colin Hughes  
Chief Executive Officer  
on behalf of AQA Education

## Explanatory notes

### **The AQA Unit Award Scheme**

The AQA Unit Award Scheme records achievement of curriculum-led or activity-based learning through the completion of stand-alone units.

AQA approves units which meet the criteria for the Unit Award Scheme, and also monitors the procedures of centres for the assessment and recording of students' achievement.

A *Unit Award Scheme Certificate* is issued as soon as possible after AQA has received notification that a unit has been successfully completed. The *Certificate* gives details of the outcomes achieved upon completion of the unit.

Further information about the Unit Award Scheme can be found on our website [aqa.org.uk/uas](http://aqa.org.uk/uas).

### **Conditions of issue**

This certificate is and remains the property of AQA at all times and is issued on the following conditions

- Any alteration to this certificate makes it invalid.
- This certificate must be returned to AQA on request.

Use of an altered certificate could constitute a criminal offence.

If there is any doubt about the details recorded on this certificate, write for confirmation to the Chief Executive at AQA, Devas Street, Manchester, M15 6EX.

# Pre-Entry

# Unit Award Scheme

## 118067 LEARNING TO PLAY NEW AGE KURLING WITH SUPPORT

In successfully completing this unit, the Learner will have	Evidence needed
<b>demonstrated the ability to</b>	
1 lift a kurling stone to place it on a starting point	Summary sheet
2 release a kurling stone from a starting point	Summary sheet
3 send a kurling stone towards a partner with some accuracy, with adult support	Summary sheet
4 track the stone as it travels towards the target with support	Summary sheet
<b>experienced</b>	
5 taking turns during an adapted game with their peers	Summary sheet
6 working with their team mates during the game.	Summary sheet

All outcomes recorded on an [AQA Summary Sheet](#) (25.0 KB)

Approved 24 November 2022

Level - Pre-Entry Level

# Unit Award Scheme

## 118836 ENGLISH: A SENSORY EXPLORATION OF 'A MIDSUMMER NIGHT'S DREAM'

In successfully completing this unit, the Learner will have	Evidence needed
<b>demonstrated the ability to</b>	
1 watch a simple version of the play	Summary sheet
2 look at pictures of the characters and point to given characters with support	Summary sheet
3 dress up in costumes related to the play	Summary sheet
4 make a mask and at least two simple props related to the play	Student completed work and/or photograph(s)
5 listen to a simple version of the story and join in with signs, words or verbalisation, with support	Summary sheet
6 make a wedding invitation with support	Student completed work
7 sequence three events from the story with support.	Summary sheet

All outcomes recorded on an [AQA Summary Sheet](#) (25.0 KB)

Approved 20 April 2023

Level - Pre-Entry Level

# Unit Award Scheme

## 118948 UNDERSTANDING THE CORONATION OF KING CHARLES III

In successfully completing this unit, the Learner will have	Evidence needed
<b>shown knowledge of</b>	
1 who is being crowned	Summary sheet
2 at least two of their official titles	Summary sheet
3 what the title of the king's wife will be	Summary sheet
4 where the coronation will take place	Summary sheet
5 who the previous monarch was	Summary sheet
6 who the next monarch will be	Summary sheet
<b>experienced</b>	
7 taking part in creating a tactile portrait of the new king.	Summary sheet

All outcomes recorded on an [AQA Summary Sheet](#) (25.0 KB)

Approved 17 April 2023

Level - Pre-Entry Level

# Unit Award Scheme

## 118751 RECOGNISING FEELINGS AND EMOTIONS BASED ON THE FILM 'INSIDE OUT'

In successfully completing this unit, the Learner will have	Evidence needed
<b>demonstrated the ability to</b>	
1 watch at least two video clips from the film 'Inside Out'	Summary sheet
2 pull faces to illustrate the feelings of sadness, anger, fear, disgust and joy	Summary sheet
3 take part in drawing faces to illustrate the feelings of sadness, anger, fear, disgust and joy	Summary sheet
4 make sounds to illustrate the feelings of sadness, anger, fear, disgust and joy	Summary sheet
<b>experienced</b>	
5 recognising the emotions they would feel when put in certain situations	Summary sheet
6 being part of group discussion sessions on emotions and feelings.	Summary sheet

All outcomes recorded on an [AQA Summary Sheet](#) (25.0 KB)

Approved 27 March 2023

Level - Pre-Entry Level

# Unit Award Scheme

## 117317 TAKING A DOG FOR A WALK, WITH SUPPORT

In successfully completing this unit, the Learner will have	Evidence needed
<b>demonstrated the ability to</b>	
1 hold the dog lead by the handle	Summary sheet
2 walk alongside the dog	Summary sheet
3 wait for the dog if it stops	Summary sheet
4 continue to hold the lead for ten minutes of dog walking	Summary sheet
<b>experienced</b>	
5 holding a dog's lead and responding to the dog's needs when on a walk.	Summary sheet

All outcomes recorded on an [AQA Summary Sheet \(25.0 KB\)](#)

Approved 26 May 2022

Level - Pre-Entry Level

# Unit Award Scheme

## 118909 SUPERHEROES WITH ASSISTANCE

In successfully completing this unit, the Learner will have	Evidence needed
<b>demonstrated the ability to</b>	
1 complete a list of at least three superheroes and their powers	Student completed work
2 complete a mind-map on the qualities of a 'superhero'	Student completed work
3 watch and talk about at least one superhero story	Summary sheet
4 create a character profile for the superhero in the story	Student completed work
5 retell their favourite moment in the story using sequencing words	Summary sheet and/or student completed work
6 create a character profile for an original, new superhero	Student completed work
7 describe a costume for the new superhero	Summary sheet and/or student completed work
8 take part in at least one drama task as the new superhero	Summary sheet
9 create a short story about the new superhero	Summary sheet and/or student completed work
10 read or tell their superhero short story to someone else.	Summary sheet

All outcomes recorded on an [AQA Summary Sheet](#) (25.0 KB)

Approved 6 April 2023

Level - Pre-Entry Level

# Entry

# Unit Award Scheme

## 118930 INTRODUCTION TO PLAYING BOOMWACKERS AND PLAYING AS A GROUP

In successfully completing this unit, the Learner will have	Evidence needed
<b>demonstrated the ability to</b>	
1 play a sound on a boomwacker	Summary sheet
2 play a simple beat on a boomwacker	Summary sheet
3 use the boomwhackers to demonstrate pitch change	Summary sheet
4 improvise a rhythm to a drum-based backing track	Summary sheet
5 keep in time with a backing track	Summary sheet
6 play a song by following notes represented by colour	Summary sheet
7 play as part of a group.	Summary sheet

All outcomes recorded on an [AQA Summary Sheet](#) (25.0 KB)

Approved 20 April 2023

Level - Entry Level

# Unit Award Scheme

## 111844 CRIME SCENE INVESTIGATION (CSI): MURDER MYSTERY

In successfully completing this unit, the Learner will have	Evidence needed
<b>demonstrated the ability to</b>	
1 give the meaning of crime and at least three examples	Student completed work
2 describe and draw a crime scene	Student completed work
3 identify at least three pieces of evidence at a crime scene	Student completed work
4 identify the main aspects of the job of a police officer and crime scene investigator	Student completed work
5 recognise how crime scene investigators collect evidence	Student completed work
6 explain that fingerprints are unique and can be used to identify the suspect	Student completed work
7 carry out a flame test experiment to identify what chemicals were at a crime scene	Student completed work
8 explain that hair or material might be left at a crime scene and match a sample to the suspect	Student completed work
9 carry out a chromatography experiment to separate ink and identify which pen was used at the crime scene	Student completed work
<b>experienced</b>	
10 a murder mystery crime scene investigation day to collect, analyse and find out who did the crime.	Photographs and/or Summary sheet

All outcomes recorded on an [AQA Summary Sheet \(25.0 KB\)](#)

Approved 29 April 2019

Level - Entry Level

# Unit Award Scheme

## 114676 DESIGNING AND CARVING A PUMPKIN

In successfully completing this unit, the Learner will have	Evidence needed
<b>demonstrated the ability to</b>	
1 create a template design for their pumpkin	Student completed work
2 assemble all the tools and resources they will require to carve the pumpkin	Summary sheet
3 use the tools and resources in a safe manner	Summary sheet
4 scrape out all the seeds and fibres from the pumpkin	Summary sheet
5 sketch their template design onto the pumpkin	Summary sheet
6 carve the outer layer of the pumpkin using their template as a guide	Summary sheet
7 place a tea-light in the pumpkin, light it and then place the pumpkin top back on.	Summary sheet and/or photograph(s)

All outcomes recorded on an [AQA Summary Sheet](#) (25.0 KB)

Approved 22 December 2020

Level - Entry Level

# Unit Award Scheme

## 72438 CARD GAMES: DEVELOPING SOCIAL SKILLS

In successfully completing this unit, the Learner will have	Evidence needed
<p><b>demonstrated the ability to</b></p> <p>1 follow the instructions/rules for at least three card games</p>	<p>Summary sheet</p>
<p><b>experienced</b></p> <p>2 playing at least three card games</p>	<p>Summary sheet</p>
<p><b>demonstrated the ability to</b></p> <p>3 explain the instructions/rules for one chosen card game to a new audience</p>	<p>Summary sheet</p>
<p>4 use the appropriate language to encourage and support others whilst playing the chosen card game</p>	<p>Summary sheet</p>
<p>5 evaluate, in discussion, their contribution to the playing of the chosen card game.</p>	<p>Summary sheet</p>

All outcomes recorded on an [AQA Summary Sheet](#) (25.0 KB)

Approved 2 June 2015

Level - Entry Level

# Unit Award Scheme

## 117261 MUSEUM IN MY ROOM: VICTORIA AND ALBERT MUSEUM - 3D OBJECTS

In successfully completing this unit, the Learner will have	Evidence needed
<b>demonstrated the ability to</b>	
1 take part in a discussion describing a 3D object from the Victoria and Albert Museum	Summary sheet
2 identify two pieces of information about the original object	Summary sheet
3 create a piece of art and design, or writing, using the Victoria and Albert Museum object as inspiration.	Student completed work and/or photograph(s)

All outcomes recorded on an [AQA Summary Sheet](#) (25.0 KB)

Approved 30 May 2022

Level - Entry Level

# Unit Award Scheme

## 118600 MAKING A STRING TELEPHONE

In successfully completing this unit, the Learner will have	Evidence needed
<b>demonstrated the ability to</b>	
1 label the main parts of the ear	Student completed work
2 use cups and string to create a string telephone	Summary sheet and/or photograph(s)
3 experiment with sound travelling through the cup and string telephone	Summary sheet
4 record the findings of their experiment	Student completed work
5 use keywords, eg soundwaves and vibrates, to state three facts about how sound travels.	Summary sheet and/or student completed work

All outcomes recorded on an [AQA Summary Sheet \(25.0 KB\)](#)

Approved 27 February 2023

Level - Entry Level

# Unit Award Scheme

## 118409 PARTICIPATING IN A SCHOOL BASED MINI-ENTERPRISE: CHICKEN BAPS

In successfully completing this unit, the Learner will have	Evidence needed
<b>demonstrated the ability to</b>	
1 correctly count the number of orders to be made	Summary sheet
2 peel and chop the potatoes to the correct size	Summary sheet
3 prepare the baps with the requested condiments, as indicated on the order form	Summary sheet
4 correctly assess when the chicken is cooked	Summary sheet
5 shred the chicken	Summary sheet
6 prepare the packet of stuffing	Summary sheet
7 put together a chicken bap	Summary sheet
8 deliver the food orders to staff correctly.	Summary sheet

All outcomes recorded on an [AQA Summary Sheet](#) (25.0 KB)

Approved 26 January 2023

Level - Entry Level

# Unit Award Scheme

## 118673 DEMONSTRATING RESILIENCE WITH THE JAPANESE ART OF KINTSUGI

In successfully completing this unit, the Learner will have	Evidence needed
<b>shown knowledge of</b>	
1 what Kintsugi is	Summary sheet
2 the literal meaning of Kintsugi	Summary sheet
3 where Kintsugi comes from	Summary sheet
<b>demonstrated the ability to</b>	
4 choose a suitable ceramic item to repair	Summary sheet
5 make sure the broken ceramic pieces are clean and dry	Summary sheet
6 assemble the broken pieces	Summary sheet
7 mix the epoxy adhesive and gold mica powder	Summary sheet
8 spread the mix onto the edge of one piece of the ceramic	Summary sheet
9 hold the pieces together until the epoxy adhesive hardens	Summary sheet
10 repeat the process with each separate piece until the item is complete	Student completed work and/or photograph(s)
<b>shown knowledge of</b>	
11 what Kintsugi teaches us about life and how it can be used as a metaphor for resilience.	Summary sheet

All outcomes recorded on an [AQA Summary Sheet \(25.0 KB\)](#)

Approved 11 March 2023

Level - Entry Level

# Unit Award Scheme

## 118789 BUILDING AN AMPHIBIOUS TOY CAR

In successfully completing this unit, the Learner will have	Evidence needed
<b>demonstrated the ability to</b>	
1 identify at least three main characteristics of an amphibious creature	Summary sheet and/or student completed work
2 look at pictures of prehistoric amphibians and compare them to modern day equivalent creatures	Summary sheet and/or student completed work
3 explore, eg by watching a documentary, the concept of survival strategies and the need for evolution in amphibians	Summary sheet and/or student completed work
4 identify three ways in which the technology in cars has evolved over the years and consider why this may be	Summary sheet and/or student completed work
5 think about adaptations they could make to a toy car to make it amphibious	Summary sheet and/or student completed work
6 make at least two evolutionary adaptations to help a toy car become more amphibious	Summary sheet and/or student completed work
7 test the car to see if the adaptations worked successfully.	Summary sheet and/or student completed work

All outcomes recorded on an [AQA Summary Sheet](#) (25.0 KB)

Approved 2 April 2023

Level - Entry Level

# Unit Award Scheme

## 117065 PARTICIPATING IN A SING AND SIGN CHOIR

In successfully completing this unit, the Learner will have	Evidence needed
<b>experienced</b>	
1 singing and/or signing two songs as part of a sing and sign choir	Summary sheet
2 regularly attending the sing and sign choir over a given period	Summary sheet
<b>demonstrated the ability to</b>	
3 perform and maintain a vocal and/or signing part	Summary sheet
4 follow instructions from the choir leader	Summary sheet
5 perform with other group members.	Summary sheet

All outcomes recorded on an [AQA Summary Sheet \(25.0 KB\)](#)

Approved 21 April 2022

Level - Entry Level

# Level One

# Unit Award Scheme

## 113524 THE SCIENCE OF SUPERHEROES

In successfully completing this unit, the Learner will have	Evidence needed
<b>demonstrated the ability to</b>	
1 work as part of a team to identify and solve a problem over five weeks	Summary sheet
2 investigate questions like how strong Spiderman's webs are or what could Thor's hammer be made of	Summary sheet
3 use their scientific knowledge and understanding, eg equations and theories, to help investigate these questions	Summary sheet
4 draw conclusions based on their knowledge and observations, using evidence to justify their ideas	Summary sheet
<b>shown knowledge of</b>	
5 at least two different superheroes and their main features.	Summary sheet

All outcomes recorded on an [AQA Summary Sheet](#) (25.0 KB)

Approved 30 April 2020

Level - Level One

# Unit Award Scheme

## 118628 SPOKEN WORD: THE APPRENTICE PROJECT

In successfully completing this unit, the Learner will have	Evidence needed
<b>demonstrated the ability to</b>	
1      decide on a new project to create	Student completed work
2      come up with a product name and logo	Summary sheet
3      design a product and logo	Student completed work
4      identify a unique selling point (USP)	Summary sheet
5      create a script for a TV advert	Student completed work
6      create a prototype of the product's packaging	Student completed work
7      create a poster advert	Student completed work
8      create a speech for their pitch	Student completed work
9      pitch or present their new product	Summary sheet
<b>experienced</b>	
10     evaluating their project and reflecting on how successful they think their pitch was.	Summary sheet

All outcomes recorded on an [AQA Summary Sheet](#) (25.0 KB)

Approved 2 March 2023

Level - Level One

# Unit Award Scheme

## 118110 ENGLISH: TRAVEL WRITING

In successfully completing this unit, the Learner will have demonstrated the ability to		Evidence needed
1	write a detailed letter describing a recent holiday or visit to a city	Student completed work
2	have an extended discussion with their peers about tourism	Summary sheet
3	identify at least three longer or lower frequency tourism words, eg excursion, accommodation, and use them in their writing	Summary sheet
4	ask a travel agent at least two questions to find out more information about a holiday or destination	Summary sheet
5	write an engaging postcard for a family member or friend	Student completed work
6	write a detailed review about a place, eg restaurant, hotel	Student completed work
7	read at least two different, extended text forms in relation to the topic	Summary sheet
8	create their own simple travel brochure about a chosen city or country.	Student completed work

All outcomes recorded on an [AQA Summary Sheet](#) (25.0 KB)

Approved 25 November 2022

Level - Level One

# Unit Award Scheme

## 115426 CREATING A HERITAGE RECIPE MEAL KIT

In successfully completing this unit, the Learner will have	Evidence needed
<p><b>shown knowledge of</b></p> <p>1 a traditional family recipe that represents their heritage</p>	<p>Summary sheet and/or student completed work</p>
<p><b>demonstrated the ability to</b></p> <p>2 review an existing family heritage recipe and make at least two adaptations with assistance</p> <p>3 write a new recipe based on a family heritage recipe</p> <p>4 produce a shopping list of ingredients to make the recipe</p> <p>5 compile at least two meal kits, containing a printed heritage recipe card and the ingredients to make the recipe.</p>	<p>Summary sheet and/or student completed work</p> <p>Student completed work</p> <p>Student completed work</p> <p>Summary sheet and/or photograph(s)</p>

All outcomes recorded on an [AQA Summary Sheet](#) (25.0 KB)

Approved 26 May 2021

Level - Level One

# Unit Award Scheme

## 76412 ANTI-RACISM GRAFFITI ART

In successfully completing this unit, the Learner will have		Evidence needed
<b>shown knowledge of</b>		
1	two different styles of graffiti from American and British cities	Student completed work
2	three different kinds of messages that graffiti art can convey	Student completed work
3	two areas where graffiti is legal and four areas where it is not legal	Student completed work
4	two ways in which anti-racism graffiti can educate others	Student completed work
5	three ways in which challenging racism can help own community	Student completed work
<b>demonstrated the ability to</b>		
6	design a piece of art work that conveys an anti-racism message	Student completed work and/or photograph(s)
7	develop a new graffiti style by creating an alphabet of new graffiti letters	Student completed work
8	express own feelings about racism through a piece of graffiti.	Student completed work and/or photograph(s)

All outcomes recorded on an [AQA Summary Sheet](#) (25.0 KB)

Approved 20 March 2007

Level - Level One

# Unit Award Scheme

## 118571 DESIGNING AND MAKING A COSPLAY COSTUME

In successfully completing this unit, the Learner will have	Evidence needed
<b>demonstrated the ability to</b>	
1 choose a character from a film, book or video game	Summary sheet and/or student completed work
2 create a list of materials they need to make the costume	Summary sheet and/or student completed work
3 create at least one mood board to visually display their ideas	Student completed work
4 draw a turn around of the character they have chosen	Student completed work
5 cost out how much it will be to make the costume	Student completed work
6 calculate the measurements of the costume	Student completed work
7 make the costume	Student completed work
8 evaluate the finished product.	Summary sheet and/or student completed work

All outcomes recorded on an [AQA Summary Sheet](#) (25.0 KB)

Approved 24 February 2023

Level - Level One

# Unit Award Scheme

## 113849 MATHS SKILLS: DESIGNING AND BUDGETING FOR A NEW ROOM LAYOUT

In successfully completing this unit, the Learner will have		Evidence needed
<b>experienced</b>		
1	measuring a room including the size of the windows and doors	Summary sheet
2	looking up the dimensions of furniture items and assessing if they will fit or will be appropriate within a room	Summary sheet
<b>demonstrated the ability to</b>		
3	list five objects of furniture that are a priority for their room	Student completed work
4	create a plan view scale drawing of their empty room	Student completed work
5	calculate and write the scale of a plan of a room	Student completed work
6	create a budget for redecorating their room, including light fittings, paint or wallpaper, window fittings, eg blinds or curtains, flooring and furniture	Student completed work
7	create a plan view of their newly designed room, fitted with the items in their budget	Student completed work
<b>shown knowledge of</b>		
8	how to calculate the scale of a drawing and work out how big an object is in real life from a scale drawing.	Summary sheet

All outcomes recorded on an [AQA Summary Sheet \(25.0 KB\)](#)

Approved 10 July 2020

Level - Level One

# Level Two

# Unit Award Scheme

## 118101 DESIGNING AN ANIMAL ENCLOSURE

In successfully completing this unit, the Learner will have	Evidence needed
<b>demonstrated the ability to</b>	
1 apply knowledge of the five animal needs when thinking about care for a specific species	Student completed work
2 design an exhibit for a given animal, considering its natural history	Student completed work
3 consider the needs of the three stakeholder groups, ie animals, keepers and visitors, when designing an animal enclosure	Summary sheet
<b>acquired an understanding of</b>	
4 what is required in a suitable enclosure for animals to have their welfare needs met	Student completed work
5 what is required in a suitable enclosure for keepers to be able to complete their daily tasks	Student completed work
6 what is needed in a suitable enclosure for visitors to enjoy an exhibit and find it accessible	Student completed work
7 the importance of enrichment in an animal enclosure	Summary sheet
8 how to tell a story and communicate a key message to visitors using a physical space	Summary sheet
<b>experienced</b>	
9 visiting a variety of animal enclosures and critiquing them on their suitability.	Summary sheet

All outcomes recorded on an [AQA Summary Sheet](#) (25.0 KB)

Approved 28 November 2022

Level - Level Two

# Unit Award Scheme

## 111119 THE SCIENCE OF 'SLYTHERIN'

In successfully completing this unit, the Learner will have	Evidence needed
<b>demonstrated the ability to</b>	
1 describe the behaviour and adaptations of one viper and one constrictor	Summary sheet
2 explain the way in which at least three chemical reactions occur	Summary sheet
3 explain how we see coloured light	Summary sheet
<b>shown knowledge of</b>	
4 the behaviour and habitat of a giant squid	Summary sheet
5 what characteristics make the eagle owl a reliable pet for a wizard, as in 'Hary Potter'	Summary sheet
6 the different properties of wood to include elder and one other type of wood; and which of these would make a good 'wand' and why	Summary sheet
7 the chemical composition of water, its main properties and how it changes state.	Summary sheet

All outcomes recorded on an [AQA Summary Sheet](#) (25.0 KB)

Approved 10 October 2018

Level - Level Two

# Unit Award Scheme

## 116850 PROGRAMMING SKILLS (UNIT 6): HANGMAN

In successfully completing this unit, the Learner will have	Evidence needed
<b>shown knowledge of</b>	
1 the importance of using meaningful variable names throughout their code	Student completed work
<b>demonstrated the ability to</b>	
2 use either C#, Python or VB.NET to write a computer program to complete this unit	Student completed work
3 play the Hangman game at least five times to make sure they understand how it works	Summary sheet
4 write code to perform a validation check on the user guess to make sure the user can only enter letters of the alphabet	Student completed work
5 write code so that if the validation check fails the program displays the message 'Invalid Guess – Try Again.' and makes the user enter another guess	Student completed work
6 test their amended program works correctly by entering E, then 6, then A.	Summary sheet

Code in Python, VB.NET or C# is available for this unit on request from [uasregistration@aqa.org.uk](mailto:uasregistration@aqa.org.uk). All outcomes recorded on an [AQA Summary Sheet](#) (25.0 KB)

Approved 25 January 2022

Level - Level Two

# Unit Award Scheme

## 111132 WORK SKILLS DEVELOPMENT IN FOOTBALL

In successfully completing this unit, the Learner will have		Evidence needed
<b>demonstrated the ability to</b>		
1	complete a letter of application to enter onto the Work Skills Development Programme as a mentor	Student completed work
2	commit to two peer mentor training sessions with the teacher	Summary sheet
3	participate actively in at least four football pitch based sessions	Summary sheet
4	participate actively in at least four classroom based discussions	Summary sheet
5	use at least two styles of coaching, eg command, question and answer	Summary sheet
<b>acquired an understanding of</b>		
6	the role of a peer mentor in coach education	Summary sheet
7	at least two issues or difficulties that mentees may have	Summary sheet
8	the role of the teacher in relation to supporting the mentor	Summary sheet
<b>demonstrated the ability to</b>		
9	provide feedback to the mentees based on their coaching performance on at least four occasions	Summary sheet
10	complete a mentor's diary highlighting contributions made to the mentees	Student completed work
11	evaluate own experience as a peer mentor.	Student completed work

All outcomes recorded on an [AQA Summary Sheet \(25.0 KB\)](#)

Approved 24 October 2018

Level - Level Two

# Level Three

## Unit Award Scheme

### 112976 'FREE WRITING' INSPIRED BY A VISIT TO AN ART EXHIBITION

In successfully completing this unit, the Learner will have	Evidence needed
<p><b>experienced</b></p> <p>1 visiting an exhibition in an art gallery</p>	<p>Summary sheet</p>
<p><b>shown knowledge of</b></p> <p>2 at least two key facts about an artist in the exhibition</p> <p>3 the key critical debates and questions evoked in the exhibition</p> <p>4 the main techniques of free writing</p>	<p>Summary sheet</p> <p>Summary sheet</p> <p>Summary sheet and/or student completed work</p>
<p><b>demonstrated the ability to</b></p> <p>5 take part in critical discussions about art history and art theory</p> <p>6 'free write' a text inspired by the exhibition.</p>	<p>Summary sheet</p> <p>Student completed work</p>

All outcomes recorded on an [AQA Summary Sheet](#) (25.0 KB)

Approved 10 January 2020

Level - Level Three

# Autism and SEND

# Unit Award Scheme

## 113245 STRUCTURED TEACHING FOR INDIVIDUALS WITH AUTISM

In successfully completing this unit, the Learner will have		Evidence needed
<b>demonstrated the ability to</b>		
1	name the key principles and concepts of a structured teaching model for an individual with autism	Student completed work
2	name three deficits of autism that make an approach like structured teaching necessary	Student completed work
3	name two reasons for using structured teaching	Student completed work
4	list the five elements of structure, ie physical structure, schedules, work systems, visual structure, routines	Student completed work
5	give two reasons for using physical structure in a setting	Student completed work
6	name two examples of positive routines	Student completed work
<b>shown knowledge of</b>		
7	the main functions of visual structure when designing tasks for a young child with autism	Student completed work
8	the main areas that should be defined in the environment for an individual with autism	Student completed work
9	the function of each of the five elements of structure design	Student completed work
10	how to recognise and interpret behaviour that may indicate a need for structure for an individual	Student completed work
<b>experienced</b>		
11	reading a case study about exploring physical structure in a setting	Summary sheet
12	working as part of a group to explore designs for visually structured tasks.	Summary sheet

All outcomes recorded on an [AQA Summary Sheet](#) (25.0 KB)

Approved 28 February 2020

Level - Level Two

# Unit Award Scheme

## 117745 LEADING A GARDEN-BASED ACTIVITY WITH SEND PUPILS

In successfully completing this unit, the Learner will have	Evidence needed
<b>demonstrated the ability to</b>	
1 suggest two main objectives for a garden-based activity	Summary sheet
2 check the equipment and site is safe prior to the session starting	Summary sheet
3 complete a risk assessment prior to the session and identify any health and safety issues	Student completed work
<b>shown knowledge of</b>	
4 at least two leadership techniques or styles	Summary sheet
<b>experienced</b>	
5 leading a garden-based activity session for at least four participants	Summary sheet
6 leading a debrief and reflection discussion for the group	Summary sheet
<b>demonstrated the ability to</b>	
7 identify at least two areas for improvement for a future session	Summary sheet
<b>shown knowledge of</b>	
8 at least two ways of tailoring a session to meet the needs of SEND participants.	Summary sheet

All outcomes recorded on an [AQA Summary Sheet \(25.0 KB\)](#)

Approved 19 August 2022

Level - Level One

# Unit Award Scheme

## 118961 EXPLORING TEXTURE WITH SUPPORT

In successfully completing this unit, the Learner will have	Evidence needed
demonstrated the ability to	
1 tolerate at least two wet and dry textures	Summary sheet
2 show a response to sensory stimulation through their physical or verbal reactions	Summary sheet
3 engage in sensory exploration activity for at least two short periods	Summary sheet
4 explore different textures through touch on six different occasions.	Summary sheet

All outcomes recorded on an [AQA Summary Sheet](#) (25.0 KB)

Approved 18 May 2023

Level - Pre-Entry Level

# Unit Award Scheme

## 116833 POSITIVE NON-VERBAL COMMUNICATION IN THE WORKPLACE: E-MAIL

In successfully completing this unit, the Learner will have		Evidence needed
<b>demonstrated the ability to</b>		
1	create at least two draft email responses to colleagues and associates, with support from a job coach and using suggested models or scripts as required	Student completed work
2	acknowledge an email to assure the correspondent of receipt	Student completed work
3	adapt at least two email responses appropriately for the audience, eg by using a salutation for an initial email but dispensing with this in an email thread	Student completed work
4	confirm relevant information in an email reply, eg communicating their understanding of the task set or their ability to carry out a given task	Student completed work
5	initiate an email to request further information for a specific business-related task	Student completed work
6	send an email with content related to a personal need, eg holiday request, leave of absence	Student completed work
<b>shown knowledge of</b>		
7	conventional and polite terminology for starting and completing emails to both familiar and unfamiliar business contacts	Student completed work
8	the main punctuation and grammar to emphasise key information, eg paragraphs, apostrophes, bullet points	Student completed work
9	the key terminology and language used to express positives such as agreement, acceptance or willingness in relation to business or work tasks	Student completed work
<b>experienced</b>		
10	working directly with an employer in a remote work experience arrangement for at least three days per week in term time.	Summary sheet

All outcomes recorded on an [AQA Summary Sheet \(25.0 KB\)](#)

Approved 22 March 2022

Level - Level Two

# Youth wellbeing and mental health

# Unit Award Scheme

## 118898 PSHE: MENTAL WELLBEING

In successfully completing this unit, the Learner will have	Evidence needed
<b>shown knowledge of</b>	
1 how to talk about their emotions	Summary sheet
2 the link between happiness and being connected to others	Summary sheet
3 how to recognise the early signs of mental wellbeing concerns	Summary sheet
4 the common types of mental ill health	Summary sheet
5 the key benefits and importance of physical exercise.	Summary sheet

All outcomes recorded on an [AQA Summary Sheet](#) (25.0 KB)

Approved 20 April 2023

Level - Entry Level

# Unit Award Scheme

## 117344 EMOTIONAL WELLBEING

In successfully completing this unit, the Learner will have	Evidence needed
<b>shown knowledge of</b>	
1 at least two examples of how people show different emotions	Summary sheet
2 at least two ways of lifting their mood	Summary sheet
3 how to find positivity in their life	Summary sheet
4 how exercise can help their wellbeing	Summary sheet
5 how being in the outdoors can help their wellbeing	Summary sheet
<b>experienced</b>	
6 taking part in different outdoor leisure activities to improve their wellbeing.	Summary sheet

All outcomes recorded on an [AQA Summary Sheet](#) (25.0 KB)

Approved 3 July 2022

Level - Entry Level

# Unit Award Scheme

## 118095 SEMH FUNCTIONAL SKILLS (UNIT 1)

In successfully completing this unit, the Learner will have	Evidence needed
<b>demonstrated the ability to</b>	
1 name at least five emotions	Summary sheet
2 identify at least three triggers to happiness, sadness, anger and fear	Summary sheet
3 identify at least three ways to deal with negative feelings	Summary sheet
4 identify five appropriate people with whom to discuss changing feelings and emotions	Summary sheet
5 identify five of their own strengths, skills or qualities	Summary sheet
6 produce a personal target and action plan, including a short- and long-term goal	Summary sheet and/or student completed work
<b>experienced</b>	
7 taking part in one to one or group discussion sessions on emotions and feelings	Summary sheet
8 completing a self-assessment questionnaire to determine how they feel about themselves	Summary sheet
9 being involved in a mindfulness meditation practical activity.	Summary sheet

All outcomes recorded on an [AQA Summary Sheet \(25.0 KB\)](#)

Approved 28 November 2022

Level - Entry Level

# Unit Award Scheme

## 114873 CARE OF A THERAPY RABBIT

In successfully completing this unit, the Learner will have	Evidence needed
<b>shown knowledge of</b>	
1 how spending time with animals can benefit people's mental wellbeing	Summary sheet
<b>demonstrated the ability to</b>	
2 clean out a rabbit's hutch	Summary sheet
<b>shown knowledge of</b>	
3 what is needed for a rabbit to have a healthy diet	Summary sheet
4 how to perform a check on a rabbit's eyes, teeth length and claw length	Summary sheet
<b>experienced</b>	
5 working with a group of children (aged 5-11) during a therapeutic session with a rabbit, with support	Summary sheet
<b>demonstrated the ability to</b>	
6 share the likes and dislikes of two different rabbits	Student completed work
7 hold a rabbit correctly	Summary sheet
8 show children (aged 5-11) how to hold a rabbit correctly.	Summary sheet and/or photograph(s)

All outcomes recorded on an [AQA Summary Sheet](#) (25.0 KB)

Approved 7 February 2021

Level - Level One

# Unit Award Scheme

## 118293 PREPARING AND PERFORMING IN A SHORT PLAY ABOUT BULLYING

In successfully completing this unit, the Learner will have	Evidence needed
<b>demonstrated the ability to</b>	
1 participate in setting ground rules for the drama group	Summary sheet
2 participate in a discussion themed around different aspects of bullying and the impact it could have on the victims	Summary sheet
3 discuss what a bystander can do to help	Summary sheet
4 listen to and be respectful of the opinions of other members of the group	Summary sheet
5 work as part of a group to prepare a short piece of improvised drama on the subject of bullying	Summary sheet
6 attend at least five drama lessons focussing on the nature of bullying	Summary sheet
7 practise the drama piece	Summary sheet
8 perform the final piece	Summary sheet
9 evaluate their own performance and the production of the final piece of drama	Summary sheet and/or student completed work
<b>experienced</b>	
10 working as part of a team to put together a short piece of improvised bullying awareness drama for performance.	Summary sheet

All outcomes recorded on an [AQA Summary Sheet \(25.0 KB\)](#)

Approved 20 December 2022

Level - Entry Level

# Inequality, social mobility and closing gaps

# Unit Award Scheme

## 118845 YOUNG PARENTS (UNIT 2): CONSEQUENCES OF POOR MONEY MANAGEMENT

In successfully completing this unit, the Learner will have	Evidence needed
<b>demonstrated the ability to</b>	
1 identify at least two scenarios where debt can accumulate, eg high interest credit cards, redundancy	Summary sheet
2 identify at least two consequences of spending beyond their means	Summary sheet
3 identify two ways in which a person's lifestyle can be affected by debt, eg quality of sleep, family relationships	Summary sheet
<b>experienced</b>	
4 taking part in a discussion on the consequences of poor money management.	Summary sheet

All outcomes recorded on an [AQA Summary Sheet](#) (25.0 KB)

Approved 20 April 2023

Level - Entry Level

# Unit Award Scheme

## 113512 GROOMING, COUNTY LINES AND GANGS

In successfully completing this unit, the Learner will have	Evidence needed
<b>shown knowledge of</b>	
1 the key signs of grooming	Student completed work
2 what Child Criminal Exploitation (CCE) means	Student completed work
3 what the term 'county lines' means and the main county lines networks across England	Student completed work
4 what bandos and trap houses are	Student completed work
5 the definition of a gang	Summary sheet
6 why young people join gangs and the related risks and issues young people face joining a gang	Student completed work
7 the key words and/or word play young people use within drill music	Summary sheet
8 the main gang conflicts within their borough	Summary sheet
<b>acquired an understanding of</b>	
9 how 'cuckooing' works	Summary sheet and/or student completed work
10 how gangs can exploit young people.	Summary sheet

All outcomes recorded on an [AQA Summary Sheet \(25.0 KB\)](#)

Approved 23 April 2020

Level - Level Three

# Unit Award Scheme

## 117021 PREVENT PROGRAMME (UNIT 3): DECISION MAKING

In successfully completing this unit, the Learner will have		Evidence needed
<b>demonstrated the ability to</b>		
1	engage with the wider group in an energiser ice breaker activity	Summary sheet
2	with support from staff, identify as part of a group at least two reasons an identified character might give for getting involved in anti-social behaviour (ASB) or crime	Summary sheet
3	understand that these reasons can be recognised as 'push' factors	Summary sheet
4	work in a small group to explore given scenarios and situations, placing themselves in a specified character's position and identifying the ASB or crime and its level of seriousness	Summary sheet
5	take a role in feeding back to the wider group the 'push' factors their group identified for each situation	Summary sheet
6	actively listen to the feedback of other groups, offering opinions and counter arguments in the process of identifying 'pull factors' that may prevent each scenario leading to ASB or crime	Summary sheet
7	consider through discussion where challenges can be made to the character's 'push factors'	Summary sheet
8	consider what points of learning taken from the session can be added to a 'prevent message' to help the character make better decisions in the future	Student completed work
<b>shown knowledge of</b>		
9	key triggers of ASB and crime	Summary sheet
<b>experienced</b>		
10	balancing decision making with consequence	Summary sheet
11	managing negative peer pressure	Summary sheet
12	making positive decisions through consequential thinking.	Summary sheet

All outcomes recorded on an [AQA Summary Sheet](#) (25.0 KB)

Approved 21 April 2022

Level - Entry Level

# Unit Award Scheme

## 115735 PERIOD POVERTY

In successfully completing this unit, the Learner will have	Evidence needed
<b>shown knowledge of</b>	
1 what 'period poverty' is	Student completed work
2 whether period poverty exists in the UK	Student completed work
3 how many people experience period poverty in the UK	Student completed work
4 what the UK government is doing about period poverty	Student completed work
5 the impact of period poverty on menstrual hygiene	Student completed work
6 what their school is doing to tackle period poverty	Student completed work
<b>demonstrated the ability to</b>	
7 list the main types of items women use if they are not able to afford sanitary products	Student completed work
8 suggest at least one way of ending period poverty	Student completed work
9 design a poster showing key facts about period poverty.	Student completed work

All outcomes recorded on an [AQA Summary Sheet](#) (25.0 KB)

Approved 11 August 2021

Level - Level One

# Sustainability/climate change

# Unit Award Scheme

## 118822 OCEAN PLASTIC POLLUTION: THE GREAT PACIFIC GARBAGE PATCH

In successfully completing this unit, the Learner will have	Evidence needed
<b>demonstrated the ability to</b>	
1 investigate what the Great Pacific Garbage Patch is	Summary sheet and/or student completed work
2 locate where it is on a map	Summary sheet and/or student completed work
3 communicate the negative effect it has on ocean life in that area	Summary sheet and/or student completed work
4 carry out research about one young individual who is helping to solve this problem, eg Boyan Slat, Fionn Ferreira	Summary sheet and/or student completed work
5 produce a fact file or poster based on their research, outlining the main technological ways of reducing plastics in the ocean.	Student completed work

All outcomes recorded on an [AQA Summary Sheet](#) (25.0 KB)

Approved 20 April 2023

Level - Entry Level

# Unit Award Scheme

## 118225 UNDERSTANDING GLOBAL WARMING AND CLIMATE CHANGE

In successfully completing this unit, the Learner will have	Evidence needed
<b>demonstrated the ability to</b>	
1 construct an informed response about global warming and climate change through careful selection and organisation of relevant historical information	Summary sheet and/or student completed work
2 use maps to identify the main environmental regions and the key physical and human characteristics of given countries in South America	Summary sheet and/or student completed work
3 give at least two reasons why these regions and characteristics may be important to the concept of global warming	Summary sheet and/or student completed work
4 give two reasons why individuals and communities may have similar or differing values relating to global warming	Summary sheet and/or student completed work
<b>shown knowledge of</b>	
5 at least three factors contributing to global warming and climate change	Summary sheet and/or student completed work
<b>demonstrated the ability to</b>	
6 show an awareness of the concept of historical propaganda in relation to the differing views people may have on global warming	Summary sheet and/or student completed work
7 use fieldwork to observe, measure, record and present two human features that may be damaging their local environment	Student completed work and/or photograph(s)
8 respond sensitively to give two reasons why their solutions to global warming may be different from someone else's	Summary sheet and/or student completed work
<b>experienced</b>	
9 listening to a key speaker talk about the effects of global warming	Summary sheet
<b>demonstrated the ability to</b>	
10 summarise at least two of the key points made by the speaker	Summary sheet and/or student completed work
<b>experienced</b>	
11 visiting a historical site to view how the way of life then had less of an impact on global warming than how people live today.	Summary sheet

All outcomes recorded on an [AQA Summary Sheet](#) (25.0 KB)

# Unit Award Scheme

## 118097 THE ROLE OF THE MODERN ZOO IN WILDLIFE CONSERVATION

In successfully completing this unit, the Learner will have		Evidence needed
<b>acquired an understanding of</b>		
1	how modern zoos play an important role in wildlife conservation, including the importance of breeding programmes and public engagement	Summary sheet
2	how the role of zoos has changed over the last 200 years	Summary sheet
3	why research is a vital part of modern zoos, helping them to stay at the forefront of animal welfare and conservation science	Summary sheet
<b>shown knowledge of</b>		
4	at least three threats currently facing wildlife	Student completed work
5	what the IUCN red list is and the different groups it categorises wild animals into	Student completed work
6	what ZSL stands for and what the purpose of the organisation is	Student completed work
7	at least two examples of how conservation organisations like ZSL protect endangered species	Summary sheet
8	why networks, such as BIAZA, are important in supporting the work of zoos	Summary sheet
9	at least two reasons why record keeping is important in a zoological collection, eg the Zoological Information Management System (ZIMS)	Summary sheet
<b>experienced</b>		
10	taking part in behind the scenes tours of a modern zoo, seeing how they care for their animals	Summary sheet
11	working in a modern zoo by taking part in at least two hands-on animal husbandry tasks.	Summary sheet

All outcomes recorded on an [AQA Summary Sheet](#) (25.0 KB)

Approved 28 November 2022

Level - Level Two

# Unit Award Scheme

## 117284 DESIGNING AND MAKING A BIRD FEEDER

In successfully completing this unit, the Learner will have	Evidence needed
<b>demonstrated the ability to</b>	
1 give one reason why we feed wild birds	Summary sheet
2 name one type of food we give to wild birds	Summary sheet
3 design a bird feeder	Summary sheet
4 construct a bird feeder with support	Summary sheet
5 mix lard with wild bird seed and add it to the bird feeder	Summary sheet
6 hang the bird feeder in an outdoor area.	Summary sheet

All outcomes recorded on an [AQA Summary Sheet](#) (25.0 KB)

Approved 23 May 2022

Level - Entry Level

# Refugees, LGBT, diversity

# Unit Award Scheme

## 118882 BECOMING A GLOBAL CITIZEN

In successfully completing this unit, the Learner will have		Evidence needed
<b>shown knowledge of</b>		
1	the story of Malala Yousafzai as an example of how not every child's rights are the same throughout the world	Summary sheet and/or student completed work
2	five religions from around the world and the main similarities and differences between them	Summary sheet and/or student completed work
3	what a 'global issue' is and the difference between a global issue and a national issue	Summary sheet and/or student completed work
4	at least two advantages of being born in the UK rather than a low or middle income country	Summary sheet and/or student completed work
<b>demonstrated the ability to</b>		
5	understand the importance of teamwork and why countries working together is important	Summary sheet and/or student completed work
6	highlight countries on a map who have worked together to solve a common global problem	Student completed work and/or photograph(s)
<b>experienced</b>		
7	listening to a political conference that involved multiple countries trying to work on a global issue.	Summary sheet

All outcomes recorded on an [AQA Summary Sheet](#) (25.0 KB)

Approved 20 April 2023

Level - Entry Level

# Unit Award Scheme

## 110278 RACISM AND DISCRIMINATION

In successfully completing this unit, the Learner will have	Evidence needed
<p><b>shown knowledge of</b></p> <p>1 the meaning of the terms discrimination and racism</p>	<p>Summary sheet</p>
<p><b>demonstrated the ability to</b></p> <p>2 identify two examples of racism</p> <p>3 identify two examples of discrimination</p> <p>4 participate in a discussion on how to challenge discrimination in different situations</p> <p>5 consider the feelings of people who are racially abused</p> <p>6 consider the feelings of people who are discriminated against.</p>	<p>Summary sheet</p> <p>Summary sheet</p> <p>Summary sheet</p> <p>Summary sheet</p> <p>Summary sheet</p> <p>Summary sheet</p>

All outcomes recorded on an [AQA Summary Sheet](#) (25.0 KB)

Approved 21 February 2018

Level - Entry Level

# Unit Award Scheme

## 118621 STEREOTYPES AND UNHEALTHY RELATIONSHIPS IN THE MEDIA

In successfully completing this unit, the Learner will have	Evidence needed
<b>shown knowledge of</b>	
1 what stereotyping is	Summary sheet and/or student completed work
2 the difference between assigned sex and gender	Summary sheet and/or student completed work
3 why stereotypes are likely to be inaccurate and hurtful	Summary sheet and/or student completed work
4 where to get support for people who are questioning their sexual orientation or gender identity	Summary sheet and/or student completed work
<b>demonstrated the ability to</b>	
5 give at least two examples of stereotypes in their culture or other cultures, eg gender, age	Summary sheet and/or student completed work
6 place a list of gendered stereotyped terms, eg tomboy, macho, along the gender identity and gender expression spectrum	Summary sheet and/or student completed work
7 explain how someone's body image might be affected by stereotyping	Summary sheet and/or student completed work
<b>experienced</b>	
8 taking part in a discussion about how stereotypes impact the way people behave or are treated in different cultures	Summary sheet
9 taking part in a discussion about how stereotypes are being used in the media	Summary sheet
10 taking part in a discussion about how they can challenge stereotypes they come across.	Summary sheet

All outcomes recorded on an [AQA Summary Sheet](#) (25.0 KB)

Approved 2 March 2023

Level - Entry Level

# Unit Award Scheme

## 116532 LGBTQ+ POSTER DESIGN

In successfully completing this unit, the Learner will have	Evidence needed
<b>demonstrated the ability to</b>	
1 decide on the topic or title for the poster	Summary sheet
2 research information on that topic or title	Summary sheet
3 compile the key information from their research to be displayed on the poster	Student completed work
4 decide on the layout of the poster	Student completed work
5 identify at least one example of a myth, type of discrimination or stereotype surrounding sexual orientation	Summary sheet
6 communicate appropriately with others within a group setting	Summary sheet
7 express their opinions and listen respectfully to other people's views and opinions	Summary sheet
8 challenge stereotypes, prejudice and discrimination in an appropriate manner	Summary sheet
<b>shown knowledge of</b>	
9 the Equality Act and its main implications for the LGBTQ+ community in the UK	Summary sheet
10 at least two support and advice organisations for the LGBTQ+ community and how to find them online.	Summary sheet

All outcomes recorded on an [AQA Summary Sheet \(25.0 KB\)](#)

Approved 8 January 2022

Level - Level One







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## Contact us

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