

# Units mapped to AQA GCSE qualifications

Celebrating every success





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# Unit Award Scheme Certificate

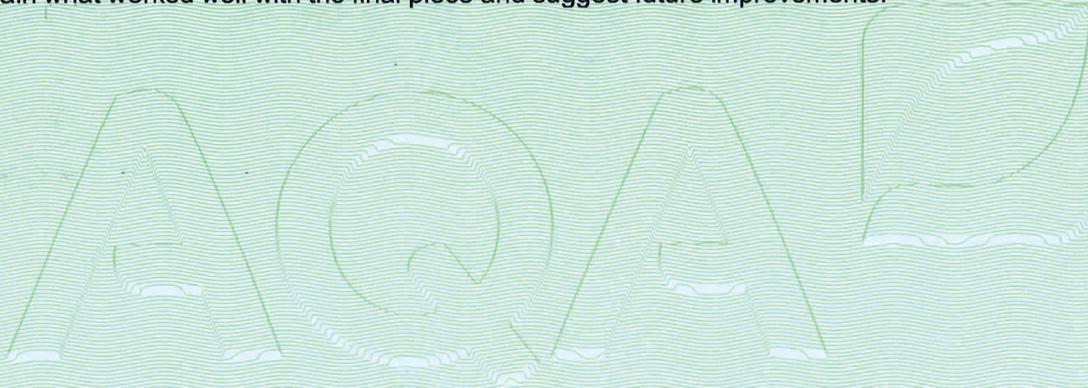
PAUL J COLLINS (date of birth 01/01/2000), a student at THE PROGRESSIVE CENTRE, has completed the following unit of work

***STUDY OF AN ARTIST: DENZIL FORRESTER MBE***

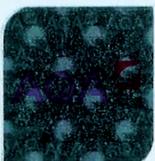
In completing the unit the student has:

**demonstrated the ability to**

1. research key facts about Denzil Forrester MBE
2. describe the work of Denzil Forrester MBE and the style in which he works
3. make at least one copy of a piece of work by Denzil Forrester MBE, using appropriate media
4. produce at least one original piece of work, emulating the artist
5. explain what worked well with the final piece and suggest future improvements.



948/1000/644828/2024-2025



*Collin Hughes*

Collin 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.

# GCSE Art and Design

# Unit Award Scheme

## 118740 STUDY OF AN ARTIST: DENZIL FORRESTER MBE

In successfully completing this unit, the Learner will have	Evidence needed
<b>demonstrated the ability to</b>	
1 research key facts about Denzil Forrester MBE	Student completed work and/or summary sheet
2 describe the work of Denzil Forrester MBE and the style in which he works	Student completed work and/or summary sheet
3 make at least one copy of a piece of work by Denzil Forrester MBE, using appropriate media	Student completed work and/or photograph(s)
4 produce at least one original piece of work, emulating the artist	Student completed work and/or photograph(s)
5 explain what worked well with the final piece and suggest future improvements.	Summary sheet

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

Approved 16 February 2023

Level - Level One

# Unit Award Scheme

## 115910 ART PROJECT: FASHION DESIGN

In successfully completing this unit, the Learner will have	Evidence needed
<p><b>demonstrated the ability to</b></p> <p>1 create a cover page for the project on A3 paper including their name, the project title and at least two embellishments, eg drawings, text</p>	Student completed work
<p>2 create a collage on A3 paper of their favourite clothing styles, using drawings or pictures from the internet and other sources, eg magazines</p>	Student completed work
<p>3 design a pair of shoes on A3 paper</p>	Student completed work
<p>4 design four complete outfits on A3 paper</p>	Student completed work
<p>5 choose their favourite design from the four outfits and draw it in more detail</p>	Student completed work
<p>6 annotate the final design and say what materials, colours and fabrics would be used</p>	Student completed work
<p>7 design a logo for an original fashion company</p>	Student completed work
<p>8 carry out an evaluation of the finished project.</p>	Student completed work

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

Approved 12 September 2021

Level - Level One

# Unit Award Scheme

## 118921 CREATING A PIECE OF THEMED ART USING DIFFERENT TECHNIQUES

In successfully completing this unit, the Learner will have	Evidence needed
<b>demonstrated the ability to</b>	
1 select and research a theme for an art piece, eg 'under the sea'	Summary sheet and/or student completed work
2 identify at least two art techniques that could be used to create the piece	Summary sheet and/or student completed work
3 create the themed art piece	Student completed work and/or photograph(s)
4 outline the development process, giving reasons for their choice of theme and the techniques used	Summary sheet and/or student completed work
5 evaluate their work, identifying what went well and what they would do differently next time.	Summary sheet and/or student completed work

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

Approved 17 March 2023

Level - Level One

# GCSE Computer Design

# Unit Award Scheme

## 73854 PROGRAMMING WITH PYTHON: CREATING A RESPONSIVE MATHS QUIZ

In successfully completing this unit, the Learner will have	Evidence needed
<b>shown knowledge of</b>	
1 how to locate and open the Python Integrated Development Environment (IDE)	Summary sheet and/or student completed work
2 how to create a new program	Summary sheet and/or student completed work
3 how to open existing programs to view code	Summary sheet and/or student completed work
4 how Python files must be saved, ie as 'file_name'.py, and why	Summary sheet and/or student completed work
5 three differences between the Python File Editor and the Python Interpreter (shell)	Student completed work
6 the definition of an integer and a decimal number	Student completed work
<b>demonstrated the ability to</b>	
7 use the Python Interpreter to solve a maths problem using each of the four mathematical operators, ie add (+), subtract (-), multiply (*), divide (/)	Summary sheet
8 use the print function to write strings to create a series of 10 maths questions for a specified user	Summary sheet
9 convert 10 text strings to integers	Summary sheet
10 store 10 integer values as variables	Summary sheet
11 code 10 conditional expressions to execute different feedback comments if the user is correct or incorrect	Summary sheet
12 import the randomisation module and execute code to pick a random number	Summary sheet
13 use the randomisation module independently to improve the maths quiz	Summary sheet
14 create a score variable to track the players score in the quiz	Summary sheet
15 add responsive feedback statements to the quiz based on the score variable.	Summary sheet

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

Approved 24 November 2015

Level - Level One

# Unit Award Scheme

## 112711 TECHNICAL SUPPORT ENGINEER (UNIT 1)

In successfully completing this unit, the Learner will have	Evidence needed
<b>shown knowledge of</b>	
1 at least two operating systems	Student completed work
2 multifactor authentication and two reasons why it improves security	Student completed work
3 what a computer management console is	Student completed work
4 two reasons why hardware and software patching is important to avoiding system vulnerability	Student completed work
<b>demonstrated the ability to</b>	
5 add two additional operating system sign in options	Summary sheet
6 display hidden files and folders on at least two occasions	Summary sheet
7 display the extensions for known file types	Summary sheet
8 use basic command prompt functions	Summary sheet
9 view computer properties on at least two occasions	Summary sheet
10 manually remove at least two applications via the control panel.	Summary sheet

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

Approved 11 November 2019

Level - Level One

# Unit Award Scheme

## 114247 COMPUTER SCIENCE (UNIT 5): ADVANCED SEQUENCING

In successfully completing this unit, the Learner will have	Evidence needed
<b>shown knowledge of</b>	
1 why efficiency is important to computer science	Summary sheet
2 the commands 'shrink' and 'grow'	Summary sheet
3 the 'Four Colour Theorem'	Summary sheet
<b>demonstrated the ability to</b>	
4 solve a colouring puzzle efficiently	Student completed work
5 identify the most efficient solution in a given scenario	Summary sheet
6 'understand', 'plan' and 'test' for efficient algorithms on the computer program	Summary sheet
7 debug a program to use fewer commands	Summary sheet
<b>experienced</b>	
8 watching a video about the internet	Summary sheet
9 observing a demonstration of the 'Four Colour Theorem'	Summary sheet
<b>shown knowledge of</b>	
10 how technology and the internet have changed how people live and work	Summary sheet
11 at least two everyday activities where people want to be more efficient	Summary sheet
12 how the internet has made sharing information easier	Summary sheet
13 the commands used to make a given program more efficient	Summary sheet
14 the vocabulary 'efficient programs', 'sequence' and 'algorithm'.	Summary sheet

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

Approved 2 October 2020

Level - Level One

# GCSE English

# Unit Award Scheme

## 116744 EVALUATING A LITERARY TEXT

In successfully completing this unit, the Learner will have	Evidence needed
<b>demonstrated the ability to</b>	
1 take part in group reading a 20th or 21st century literary extract	Summary sheet
2 tackle unknown words by making use of at least two reading strategies, eg suffixes, prefixes, grammatical knowledge, inference	Summary sheet
3 offer their opinion about the conclusion to the literary extract and give a reason for their opinion	Summary sheet
<b>experienced</b>	
4 listening to other people's opinions about how the extract concluded	Summary sheet
5 asking questions to gain a greater understanding about other people's opinions on the extract	Summary sheet
<b>demonstrated the ability to</b>	
6 respond to a given opinion about the literary extract saying whether they agree or disagree	Student completed work
7 under a column heading 'Point', use given prompts to record in a table four reasons why they agree or disagree with the given opinion	Student completed work
8 record onto the table, under a column headed 'Evidence,' evidence from the text that supports each of the four reasons they've given	Student completed work
9 with support, record onto the table under a column headed 'Explain' an explanation of how the evidence links to the point	Student completed work
10 use the information in the table to write a short Point, Evidence, Explain, Link (PEEL) response to the initial opinion.	Student completed work

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

Approved 23 December 2021

Level - Level One

# Unit Award Scheme

## 116658 WRITING: PRODUCING A PIECE OF CREATIVE WRITING

In successfully completing this unit, the Learner will have	Evidence needed
<p><b>experienced</b></p> <p>1 working in a group to identify three interesting ways to begin a story based on a picture</p>	<p>Summary sheet</p>
<p><b>demonstrated the ability to</b></p> <p>2 write an opening paragraph to their own story based on the picture prompt</p>	<p>Student completed work</p>
<p><b>experienced</b></p> <p>3 working in a group to create a soundscape for three different suggested story settings</p>	<p>Summary sheet</p>
<p><b>demonstrated the ability to</b></p> <p>4 use the words and ideas from the soundscape to add atmosphere to their opening paragraph</p>	<p>Student completed work</p>
<p>5 draw a character for their story</p>	<p>Student completed work</p>
<p>6 write a character profile to accompany their picture</p>	<p>Student completed work</p>
<p>7 create a plan for a story using a scaffold, eg beginning, problem, suspense, resolution</p>	<p>Student completed work</p>
<p>8 write a draft story using the plan</p>	<p>Student completed work</p>
<p>9 proof read their story and identify at least five words that could be more adventurous</p>	<p>Student completed work</p>
<p><b>shown knowledge of</b></p> <p>10 how to use a thesaurus to improve their vocabulary choice</p>	<p>Summary sheet</p>
<p><b>demonstrated the ability to</b></p> <p>11 proof read their story and identify spelling and grammar errors</p>	<p>Student completed work</p>
<p><b>shown knowledge of</b></p> <p>12 how to use a dictionary to find correct spellings</p>	<p>Summary sheet</p>
<p><b>demonstrated the ability to</b></p> <p>13 produce a final draft of their story.</p>	<p>Student completed work</p>

# Unit Award Scheme

## 116735 EXPLORING WRITERS' USE OF LANGUAGE TECHNIQUES

In successfully completing this unit, the Learner will have	Evidence needed
<p><b>shown knowledge of</b></p> <p>1 the meaning of at least five different language techniques, eg adjectives, adverbs, alliteration, colloquialism, metaphors, personification or similes, eg by correctly matching words to definitions</p>	<p>Student completed work</p>
<p><b>demonstrated the ability to</b></p> <p>2 take part in reading a non-fiction text of around 500 words</p>	<p>Summary sheet</p>
<p>3 identify, through highlighting, at least two language techniques used by the writer of the non-fiction text</p>	<p>Student completed work</p>
<p>4 work as part of a group to explain the effect the writer wanted each language technique to have on the reader</p>	<p>Summary sheet</p>
<p>5 use the Point, Evidence, Explain, Link (PEEL) technique with support to identify two literary techniques used in the text and explain their effect.</p>	<p>Student completed work</p>

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

Approved 23 December 2021

Level - Level One

# GCSE French

# Unit Award Scheme

## 117415 FRENCH: LIFE AT SCHOOL

In successfully completing this unit, the Learner will have		Evidence needed
<b>demonstrated the ability to</b>		
1	state whether given aspects of school life, eg uniforms, school meals, are positive or negative	Summary sheet and/or student completed work
2	use quantity words to help give reasons for at least two of their choices above, eg 'there is not enough variety in the school meals'	Summary sheet and/or student completed work
3	use appropriate language to describe key rules at their school	Summary sheet and/or student completed work
4	write a short text describing the life and rules at their 'ideal' school.	Student completed work

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

Approved 30 May 2022

Level - Level One

# Unit Award Scheme

## 117417 FRENCH: TRAVEL AND TOURISM

In successfully completing this unit, the Learner will have	Evidence needed
<p><b>shown knowledge of</b></p> <p>1 key vocabulary related to the topic</p>	<p>Summary sheet and/or student completed work</p>
<p>2 at least two phrases often used to construct emails or letters, eg 'thank you for your letter', 'best wishes'</p>	<p>Summary sheet and/or student completed work</p>
<p><b>demonstrated the ability to</b></p> <p>3 answer at least three comprehension questions about a letter or email from someone describing a recent holiday</p>	<p>Summary sheet and/or student completed work</p>
<p>4 write a letter or email of about 150 words, describing a holiday in the past and including information about the weather</p>	<p>Student completed work</p>
<p><b>experienced</b></p> <p>5 listening to someone describing the types of holidays they like or holidays they have enjoyed or not enjoyed</p>	<p>Summary sheet</p>
<p><b>demonstrated the ability to</b></p> <p>6 make notes about at least two given photos of places, eg what they can see, what people are doing, what the weather is like</p>	<p>Summary sheet</p>
<p><b>experienced</b></p> <p>7 exchanging ideas with a partner about which of the places they would prefer to visit and why.</p>	<p>Summary sheet</p>

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

Approved 1 June 2022

Level - Level One

# Unit Award Scheme

## 117403 FRENCH: AT LEISURE

In successfully completing this unit, the Learner will have	Evidence needed
<b>demonstrated the ability to</b>	
1 identify the type of films or TV programmes they normally like to watch	Summary sheet and/or student completed work
2 read given extracts from film reviews and decide if they are positive or negative	Summary sheet and/or student completed work
3 outline their plans for the weekend	Summary sheet and/or student completed work
4 describe how they spend their free time in at least two different situations, eg if it's raining, when they've been given pocket money	Summary sheet and/or student completed work
<b>experienced</b>	
5 using a given menu and vocabulary prompts to role play giving and taking an order in a cafe or restaurant.	Summary sheet

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

Approved 23 May 2022

Level - Level One

# GCSE Geography

# Unit Award Scheme

## 118492 FIELDWORK THEORY

In successfully completing this unit, the Learner will have	Evidence needed
<b>demonstrated the ability to</b>	
1 identify a key question or hypothesis to investigate	Student completed work
2 use at least two statistical techniques to analyse fieldwork data	Student completed work
<b>shown knowledge of</b>	
3 the difference between primary and secondary data	Student completed work and/or summary sheet
4 the difference between quantitative and qualitative data	Student completed work and/or summary sheet
5 at least two different sampling methods	Student completed work and/or summary sheet
6 at least three different data presentation methods.	Student completed work and/or summary sheet

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

Approved 16 December 2022

Level - Level One

# Unit Award Scheme

## 118499 STRATEGIES TO INCREASE WATER SUPPLY

In successfully completing this unit, the Learner will have	Evidence needed
<b>demonstrated the ability to</b>	
1 describe how at least two different strategies can increase water supply	Student completed work
2 describe at least two potential ways of using water more sustainably	Student completed work
<b>shown knowledge of</b>	
3 the advantages of an example of a large scale water transfer scheme	Student completed work and/or summary sheet
4 the disadvantages of an example of a large scale water transfer scheme	Student completed work and/or summary sheet
5 an example of a local scheme in a low income country (LIC) or newly emerging economy (NEE) to increase sustainable supplies of water.	Student completed work and/or summary sheet

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

Approved 16 December 2022

Level - Level One

# Unit Award Scheme

## 118281 ECOSYSTEMS

In successfully completing this unit, the Learner will have	Evidence needed
<b>demonstrated the ability to</b>	
1 differentiate between the biotic and abiotic components of a given ecosystem	Student completed work
2 construct a food chain for a small scale UK ecosystem	Student completed work
3 locate three large scale natural global ecosystems on a given map	Student completed work
<b>shown knowledge of</b>	
4 at least two producers, two consumers and a decomposer in a small scale UK ecosystem	Student completed work and/or summary sheet
5 two ways nutrients move around the nutrient cycle of any ecosystem	Student completed work and/or summary sheet
6 how one change to an ecosystem affects two other components of the ecosystem.	Student completed work and/or summary sheet

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

Approved 8 November 2022

Level - Level One

# GCSE History

# Unit Award Scheme

## 113946 POWER AND THE PEOPLE: CHALLENGING ROYAL AUTHORITY

In successfully completing this unit, the Learner will have		Evidence needed
<b>shown knowledge of</b>		
1	the main causes of one challenge to royal authority, eg the Pilgrimage of Grace, the English Revolution, the American Revolution	Student completed work
2	what changed as a result of one challenge to royal authority, eg the Pilgrimage of Grace, the English Revolution, the American Revolution	Student completed work
3	the key features of the part played by one individual involved in conflict about royal authority, eg Henry VIII, Charles I, Oliver Cromwell, George Washington	Student completed work
<b>demonstrated the ability to</b>		
4	write briefly about two historical sources which suggest different attitudes to royal authority	Student completed work
<b>experienced</b>		
5	expressing and supporting an opinion about whether or not the execution of Charles I was justified at the time.	Summary sheet

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

Approved 24 June 2020

Level - Level One

# Unit Award Scheme

## 113826 AMERICA 1840-95: EXPANSION - OPPORTUNITIES AND CHALLENGES

In successfully completing this unit, the Learner will have		Evidence needed
<b>shown knowledge of</b>		
1	at least two aspects of the natural vegetation of the Great Plains	Student completed work
2	at least two reasons why the Great Plains suited the lifestyle of the indigenous peoples who lived there	Student completed work
3	the importance of the buffalo to the indigenous peoples of the Great Plains	Student completed work
<b>demonstrated the ability to</b>		
4	use two sources to identify features of family life amongst the indigenous peoples of the Great Plains	Student completed work
5	write briefly about at least two ways in which the lifestyle of the indigenous peoples of the Great Plains has been interpreted.	Student completed work

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

Approved 3 June 2020

Level - Level One

# Unit Award Scheme

## 114089 PUBLIC HEALTH AFTER THE INDUSTRIAL REVOLUTION

In successfully completing this unit, the Learner will have		Evidence needed
<b>shown knowledge of</b>		
1	at least two reasons for the introduction of public health provision after c1750	Student completed work
2	the work of at least two individuals important in improving public health, eg Chadwick, Booth, Rowntree, Beveridge	Student completed work
3	the creation of the National Health Service	Student completed work
<b>demonstrated the ability to</b>		
4	use at least two sources to show the improvements made to the quality of public health in the second half of the 19th century	Student completed work
<b>experienced</b>		
5	expressing and supporting an opinion about the issues facing the provision of healthcare in the 21st century.	Summary sheet

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

Approved 13 July 2020

Level - Level One

# GCSE Maths

# Unit Award Scheme

## 113738 STATISTICS

In successfully completing this unit, the Learner will have	Evidence needed
<b>demonstrated the ability to</b>	
1 interpret given tables, charts and diagrams, including frequency tables, bar charts, pie charts and pictograms for categorical data and vertical line charts for ungrouped discrete numerical data	Student completed work
2 construct tables, charts and diagrams, including frequency tables, bar charts, pie charts and pictograms for categorical data, vertical line charts for ungrouped discrete numerical data, on at least two occasions	Student completed work
3 interpret, analyse and compare the distributions of given data sets from univariate empirical distributions through appropriate graphical representation involving discrete, continuous and grouped data	Student completed work
4 interpret, analyse and compare the distributions of given data sets from univariate empirical distributions through appropriate measures of central tendency (median, mean, mode and modal class) and spread (range, including consideration of outliers)	Student completed work
5 apply statistics to describe a given population	Student completed work
6 use and interpret at least two scatter graphs of bivariate data	Student completed work
<b>shown knowledge of</b>	
7 what correlation is.	Student completed work

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

Approved 18 May 2020

Level - Level One

# Unit Award Scheme

## 113718 ALGEBRA: GRAPHS

In successfully completing this unit, the Learner will have		Evidence needed
<b>demonstrated the ability to</b>		
1	work with given coordinates in all four quadrants	Student completed work
2	plot at least two graphs of equations that correspond to straight line graphs in the coordinate plane	Student completed work
3	identify and interpret gradients and intercepts of linear functions graphically and algebraically on at least two occasions	Student completed work
4	recognise, sketch and interpret at least two graphs of linear functions and quadratic functions	Student completed work
5	plot and interpret at least two graphs, including graphs of non standard functions in real contexts, to find approximate solutions to problems, eg simple kinematic problems involving distance, speed and acceleration.	Student completed work

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

Approved 15 May 2020

Level - Level One

# Unit Award Scheme

## 113727 GEOMETRY AND MEASURES: PROPERTIES AND CONSTRUCTIONS (UNIT 3)

In successfully completing this unit, the Learner will have	Evidence needed
<b>demonstrated the ability to</b>	
1 identify, describe and construct given congruent and similar shapes, including on coordinate axes, by considering rotation, reflection, translation and enlargement	Student completed work
2 identify and apply circle definitions and properties, including centre, radius, chord, diameter and circumference	Student completed work
3 solve given geometrical problems on coordinate axes on at least two occasions	Student completed work
4 identify the properties of the faces, surfaces, edges and vertices of cubes, cuboids, prisms, cylinders, pyramids, cones and spheres	Student completed work
5 interpret given plans and elevations of 3D shapes.	Student completed work

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

Approved 15 May 2020

Level - Level One

# GCSE Religious Studies

# Unit Award Scheme

## 12821 PHILOSOPHY OF RELIGION: THE AFTERLIFE

In successfully completing this unit, the Learner will have	Evidence needed
<b>shown knowledge of</b>	
1 religious views on the evidence for and against an afterlife	Student completed work
2 the ideas of heaven, paradise and hell	Student completed work
3 how two different beliefs in the afterlife affect the ways in which people live	Student completed work
<b>demonstrated the ability to</b>	
4 take part in a brief study of one near death experience	Student completed work
5 offer and support a personal opinion on the afterlife.	Student completed work

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

Approved 31 January 2012

Level - Level One

# Unit Award Scheme

## 12818 PHILOSOPHY OF RELIGION: THE CHARACTERISTICS OF GOD

In successfully completing this unit, the Learner will have		Evidence needed
<b>shown knowledge of</b>		
1	what the words 'Father', 'King' and 'all-loving' imply about the nature of God	Student completed work
2	three reasons why many religious believers use terms like 'parent' or 'ruler' to describe God	Student completed work
3	two religious views on the idea of God in one form and in many forms	Student completed work
<b>demonstrated the ability to</b>		
4	offer and support a personal opinion on the characteristics of God.	Student completed work

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

Approved 31 January 2012

Level - Level One

# Unit Award Scheme

## 12850 RELIGION AND CITIZENSHIP: RELATIONSHIPS

In successfully completing this unit, the Learner will have	Evidence needed
<b>shown knowledge of</b>	
1 religious vews on love and responsibility in relationships	Student completed work
2 the difference between heterosexual and homosexual relationships	Student completed work
3 three of the promises couples make in a wedding ceremony	Student completed work
4 why religious believers think that couples should not have sex outside marriage	Student completed work
<b>demonstrated the ability to</b>	
5 offer and support a personal opinion on religious attitudes to relationships.	Student completed work

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

Approved 31 January 2012

Level - Level One

# GCSE Science

# Unit Award Scheme

## 116511 HOW THE BODY FIGHTS DISEASE

In successfully completing this unit, the Learner will have	Evidence needed
<b>shown knowledge of</b>	
1 what a communicable disease is	Summary sheet
2 the immune system helping to defend the body against disease	Summary sheet
3 vaccinations and their role in preventing disease	Summary sheet
4 the role of antibiotics in treating certain diseases	Summary sheet
<b>demonstrated the ability to</b>	
5 name three types of pathogens	Student completed work
6 list three of the non-specific defence systems of the human body	Student completed work
7 name the type of blood cell that helps defend against pathogens	Student completed work
8 research key information about two common diseases, including the pathogens that cause them, how they are spread and how they are treated	Summary sheet
9 present their findings in the form of a poster, video or audio clip.	Student completed work

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

Approved 3 November 2021

Level - Level One

# Unit Award Scheme

## 115114 INVESTIGATING THE DENSITY OF OBJECTS

In successfully completing this unit, the Learner will have		Evidence needed
<b>demonstrated the ability to</b>		
1	write a simple definition for the word 'density'	Student completed work
2	collect objects from a given selection and sort them into groups of regular shaped and irregularly shaped objects	Summary sheet
3	measure and record in a table the length, width and height of at least two regular shaped objects and use these measurements to calculate the volume of each object	Student completed work
4	use a balance to determine and record in a table the mass of each object	Student completed work
5	use the volume and mass to calculate the density of each object	Student completed work
6	use research to write a set of method steps to calculate the volume of irregularly shaped objects	Student completed work
7	carry out the method steps written to measure and record the volume of at least two irregularly shaped objects	Student completed work
8	use a balance to determine and record in a table the mass of each object	Student completed work
9	use the volume and mass to calculate the density of each irregularly shaped object	Student completed work
10	describe and explain any relationship observed between the size of an object and the density value calculated.	Student completed work

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

Approved 24 February 2021

Level - Level One

# Unit Award Scheme

## 116390 CHEMISTRY: POLLUTION AND THE HUMAN IMPACT ON OUR WORLD

In successfully completing this unit, the Learner will have		Evidence needed
<b>demonstrated the ability to</b>		
1	research the main ways humans globally are polluting the land, air and water	Summary sheet
2	produce a report on the key facts relating to one of these types of pollution	Student completed work
3	research the main ways that human lives will need to change in order to reduce pollution	Summary sheet and/or student completed work
4	produce a report based on their research, outlining at least two ways cars or houses will need to change to be more environmentally friendly	Student completed work
5	produce a survey to investigate a school pollution issue, eg playground litter, canteen food waste, students coming to school by car	Student completed work
6	produce a report based on their survey findings, identifying at least two recommendations to reduce pollution within the school.	Student completed work

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

Approved 15 October 2021

Level - Level One





## Find out more

[aqa.org.uk/uas](https://aqa.org.uk/uas)

## Contact us

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June 2024

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