The Technology KS4 Curriculum at TAL

Overview

WJEC L1/L2 Vocational Award in Hospitality and Catering

Exam board WJEC

The hospitality and catering sector includes all businesses that provide food, beverages, and/or accommodation services. This includes restaurants, hotels, pubs and bars. It also includes airlines, tourist attractions, hospitals and sports venues; businesses where hospitality and catering is not their primary service but is increasingly important to their success. According to the British Hospitality Association, hospitality and catering is Britain's fourth largest industry and accounts for around 10% of the total workforce. Since 2010, over 25% of all new jobs have been within the hospitality and catering sector with the majority of new roles falling within the 18-24 age group, according to a report by People 1st .

The WJEC Level 1/2 Vocational Award in Hospitality and Catering has been designed to support learners in schools and colleges who want to learn about this vocational sector and the potential it can offer them for their careers or further study. It is most suitable as a foundation for further study. This further study would provide learners with the opportunity to develop a range of specialist and general skills that would support their progression to employment. Employment in hospitality and catering can range from waiting staff, receptionists and catering assistants to chefs, hotel and bar managers and food technologists in food manufacturing. All of these roles require further education and training either through apprenticeships or further and higher education. There are no formal entry requirements for this qualification. It is most likely to be studied by 14-16 year old's in schools alongside GCSEs.

The WJEC Level 1/2 Vocational Award in Hospitality and Catering is made up of two mandatory units:
Unit 1 The Hospitality and Catering Industry.
Unit 2 Hospitality and Catering in Action Learners must complete both units.

This structure has been designed to develop in learners the knowledge and understanding related to a range of hospitality and catering providers; how they operate and what they have to take into account to be successful. There is the opportunity to learn about issues related to nutrition and food safety and how they affect successful hospitality and catering operations. In this qualification, learners will also have the opportunity to develop some food preparation and cooking skills as well as transferable skills of problem solving, organisation and time management, planning and communication. Through the two units, learners will gain an overview of the hospitality and catering industry and the type of job roles that may be available to assist them in making choices about progression.

Successful completion of this qualification could support entry to qualifications that develop specific skills for work in hospitality and catering such as:

Level 1 Certificate in Introduction to Professional Food and Beverage Service Skills.
Level 2 Certificate in Professional Food and Beverage Service Skills.
Level or Level 2 NVQ Diploma in Professional Cookery.

Where the WJEC Level 1/2 Award in Hospitality and Catering is achieved together with other relevant Level 1/2 qualifications, such as GCSEs in English and Maths and Science, learners may be able to access Level 3 qualifications relevant to the hospitality and catering sector, such as:

WJEC Level 3 Food, Science and Nutrition (certificate and diploma).
Level 3 NVQ Diploma in Advanced Professional Cookery.
Level 3 Advanced Diploma in Food Preparation and Cookery Supervision.

Each of the units of the WJEC Level 1/2 Vocational Award in Hospitality and Catering has been designed so that knowledge, skills and understanding are developed through tasks that have many of the characteristics of real work in the sector. Each unit has what is referred to as an applied purpose, which acts as a focus for the learning in the unit. They have been devised around the concept of a 'plan, do, review' approach so that learners take part in practical activities in different contexts in order to learn the related theories. This approach mirrors many work related activities in the hospitality and catering sector and also provides for learning in a range of contexts. As such, the qualification provides learners with a broad appreciation of work in the hospitality and catering sector and wider opportunities for progression into further education, employment or training.

This approach also enables learners to learn in such a way that they develop:

Skills required for independent learning and development.
A range of generic and transferable skills.
The ability to solve problems.
The skills of project based research, development and presentation.
The fundamental ability to work alongside other professionals, in a professional environment.

Year 10 Hospitality and Catering								
Term / Unit	**Enquiry Question**	**Composite**	**Components (Disciplinary Knowledge)**	**National Curriculum Link:**	**Rationale: Why this, why here, why now?**	**Breadth and Depth: Wider links to curriculum/world/cultural capital**	**Academic Vocabulary: Key Tier 3 Language**	**Academy Key Drivers: Empower, Literacy, Diversity, PD, Voice**
Term 1 **Unit 1: The Industry. (part 1)**		**1.1** **Understand the environment in which hospitality and catering providers operate.** **AC1.1.1** Hospitality and catering providers **AC 1.1.2** Working in the hospitality and catering industry	• Students will be able to describe - • Types of provider, Types of service, Commercial establishments, Non-commercial catering establishments, Services provided, Where hospitality is provided at non-catering venues, Standards and ratings. • • Students will be able to discuss – • Job roles within the industry (management, kitchen brigade, front of house, housekeeping, administration) • Qualifications and experience, Personal attributes •	Unit 1: The Hospitality and Catering Industry n this unit learners will gain a comprehensive knowledge and understanding of the hospitality and catering industry including provision, health and safety, and food safety. Unit 2: Hospitality and Catering in Action In this unit learners will gain knowledge and understanding of the importance of nutrition and how to plan nutritious menus. They will learn the skills needed to prepare, cook and present dishes. They will also learn how to review their work effectively. This unit is synoptic and draws upon the knowledge gained in Unit 1. Learners will need to apply knowledge gained in the following topic areas in order to be able to complete this assessment: the operation of the front and back of house, hospitality and catering provision to meet specific requirements health and safety in hospitality and catering provision food safety, preventative control measures of food-induced ill health.	The first year of the course will cover ¾ of exam content – Unit 1. Students are required to pass both units in order to secure a grade overall. The external exam content is worth 40% and focuses on the industry. In order for students to have a basic understanding of the reasons for health and safety, job roles and catering operations, students must firstly understand the purpose and environment of hospitality and catering settings. Due to chances in the specification Unit 1 has been split over the two years to give students the best use of time to gain a deeper understanding of the content. Students will need to be able to understand the different types of provisions before they can relate the different job roles and qualifications to them. Students will use what they already know from term 1 in term 2 to combine this knowledge. Students will use their knowledge of the hierarchy of a kitchen to understand what qualities and attributes are needed to be successful at each job role. Students will need to be able to understand the different types of provisions before they can relate the different job roles, contracts to tips and bonuses. Students need to have a basic understanding of the running of an establishment before making judgements about success. Students also complete 1 practical every 4 lessons in order to embed basic key skills that build on those learnt in KS3. Students work through the commodities and work on basic skills such as weighing and measuring, using more technical equipment		• Hospitality • Commercial • Establishment • Residential • Catering • Appropriate • Expectation • Element • Accommodation • Element • Hierarchy • Purpose • Employee • Brigade • Employer • Attributes • Qualities • Qualifications	Diversity / PD • Understand how to work in a social environment which is expected in the industry. • Students are provided with the understanding of why a hierarchy within establishments exists. Students are encouraged to discuss their views in relation to contracts and how they personally feel towards bonus/tips etc. • Students are provided with an insight into how technology can impact the industry. And the world around us. Students are given an opportunity to demonstrate their knowledge on how technology can be a strength and a weakness from both the business and customers perspective. • Know how to respect others in a working environment taking into consideration others safety as well as their own developing their moral conscience relating to key moral issues surrounding the sourcing, preparation and cooking of food. During practical lessons, students are taught to be resourceful and encouraged to reflect on the impact they, as consumers, have on the environment. • Students have the freedom to adapt recipes and create unique, innovative products that enables students to ensure that their work reflects their individual personality and creates their own unique twist. • Student will understand how cultural aspects effect hospitality and trade across the industry. • Students examine food choices and how these differ in relation to the values,

					independently whilst working through the commodities. This term focuses on further embedding of hygiene practices but transferring those skills to other commodities. Students will build on prior learning of weighing and measuring to accurately construct a dish. We complete basic main dishes and desserts before moving onto specific pastry skills.			traditions and beliefs of different groups of people, communities and nationalities. This is important when choosing recipes that are suitable for specific groups of people when proposing a menu in Unit 2.
Term 2: **Unit 1: The Industry. (part 2)**		**<u>Composite</u>** **1.1** **Understand the environment in which hospitality and catering providers operate** **AC1.1.1.3** Describe working conditions of different job roles across the hospitality and catering industry **AC1.1.1.4** Understand the contributing factors to the success of hospitality and catering provision	• Students will be able to describe - Working conditions, Different types of employment contracts, Working hours, Holiday entitlement, Remuneration (tips, bonus payments, rewards) Supply and demand (availability of trained staff, seasonality, location). • Students will be able to explain factors such as - Costs, Profit, Economy, Environmental, Technology, Overheads, basic costs, Customer service and service provision generally, Competition, the media.					
Term 3: **Unit 1: The Industry. (part 3)**		**1.4** **Food Safety in Hospitality and Catering.** **AC1.4.1** Describe food related causes of ill health **AC1.4.4** Describe the roles and responsibilities of the EHO	• The causes of ill health: Food allergies, Food intolerances, Bacteria, Chemicals, Allergies, Intolerances. • The job of the EHO. • Roles - Enforcing environmental health laws. • Responsibilities - Inspecting business for food safety standards, Follow up complaints, Follow up outbreaks of food poisoning, Collecting samples for testing, Giving evidence in prosecutions, Maintaining evidence, Submitting reports. • Legislation - Food Safety Act, Food Safety (General Food Hygiene Regulations), Food Labelling Regulations.					
Term 4 & 5:		**1.4** **Food Safety in Hospitality and Catering** **AC 1.4.2** Describe the symptoms and signs of induced ill health **AC 1.4.3** Preventative control measures of food-induced ill health **AC1.3.1**	• Campylobacter, Salmonella, E-coli, Clostridium perfringens, Listeria, Bacillus cereus. Staphylococcus aureus. • Symptoms of food poisoning • Visible symptoms, Signs, Non-visible symptoms. • Control measures to prevent food-induced ill health: cross contamination, correct temperature					

		Food Safety principles of Hazard Analysis and Critical Control Points (HACCP)	in delivery, storage, prepare and service and physical contamination. • HACCP (brief look). • Identify any critical control points and ensure that risks are removed or reduced to safe levels, decide on what actions to take if something goes wrong, complete a HACCP document, complete records to show that procedures are working.					
Term 6 **Unit 2: Nutrition. (part 1)**		**2.1** **Understand the importance of nutrition.** **AC 2.1.1** Understanding the importance of nutrition **AC 2.1.2** How cooking methods can impact on nutritional value	• The function of nutrients and have an awareness of the need for a balanced/varied diet: Macro-nutrients, Micro-nutrients, including vitamins and minerals. • Different life stages, special dietary needs including medical, religious and preference. • How cooking methods impact on nutritional value:Including water and fat based cooking methods.					

Year 11 Hospitality and Catering								
Term / Unit	**Enquiry Question**	**Composite**	**Components (Disciplinary Knowledge)**	**National Curriculum Link:**	**Rationale: Why this, why here, why now?**	**Breadth and Depth: Wider links to curriculum/world/cultural capital**	**Academic Vocabulary: Key Tier 3 Language**	**Academy Key Drivers: Empower, Literacy, Diversity, PD, Voice**
Term 1 **Unit 2: Nutrition. (part 2)**		**2.2.1 / 2.2.2** **AC 2.2.1** Factors affecting menu planning. **AC 2.2.2** How to plan production (**revisit in detail** – this should have be completed as homework alongside every practical lesson).	• Coverage to include: cost , portion control, balanced diets/current nutritional advice, time of day, clients/customers. • Learners should know and understand the following factors when planning menus: equipment available, skills of chef, related to the needs of the dishes/menu/customer. Time available, environmental issues, time of year, organoleptic qualities. • plan dishes for a menu and know and understand the following: • commodity list with quantities, contingencies, equipment list, health, safety and hygiene, quality points, sequencing/dove-tailing, timing, mise en place, cooking, cooling, hot holding, serving, storage.					
Term 2 - 2 ½ **Unit 2: Nutrition. (part 2)**		**<u>Mock Release</u>** **Unit 2 - Hospitality and Catering in Action.** **AC 2.1.1** Understanding the importance of nutrition. **AC 2.1.2** How cooking methods can impact on nutritional value. **AC 2.2.1** Factors affecting menu planning. **AC 2.2.2** How to plan production	All mentioned in term 6 and term 1 of year 11. • The sessions should recover misconceptions, guidance to be given to demonstrate best practice. • Feedback given regularly to maximise progress over the term.					

		(**revisit in detail** – this should have be completed as homework alongside every practical lesson).						
Term 2 ½ - 3		**<u>UNIT 2 - Exam release Complete by February)</u>** **Unit 2 - Hospitality and Catering in Action.** **AC 2.1.1** Understanding the importance of nutrition. **AC 2.1.2** How cooking methods can impact on nutritional value. **AC 2.2.1** Factors affecting menu planning. **AC 2.2.2** How to plan production.	All mentioned in term 6 and term 1 of year 11. • The sessions should recover misconceptions, guidance to be given prior to starting the controlled sessions to demonstrate best practice.					
Term 4:		2.4.1 Reviewing of dishes 2.4.2 Reviewing own performance **AC1.3 Health and safety in hospitality and catering** **AC1.3.1** Health and safety in hospitality and catering provision. **AC1.3.2 (recap)** Food safety.	First 4 lessons will cover the evaluation: **2.4.1** Reviewing of dishes **2.4.2** Reviewing own performance • Learners should be aware of the responsibilities for personal safety in the workplace of employers and of employees in relation to the following laws, including: (COSHH) 2002 HASAWA 1974 MHOR 1992 PPE Regulations 1992 RIDDOR 2013 Security risks. • Learners should know the importance of and be able to complete the following documentation: accident forms, risk assessments. Learners should know that employers are responsible for the health and safety training needs of all staff. • Learners should know and understand the principles of Hazard Analysis and Critical Control Points (HACCP).					
Term 5:		**Understand how hospitality and catering provision operates.** **AC2.1** Describe the operation of the kitchen. **AC2.2** Describe the operation of front of house. **AC2.3** Explain how hospitality and catering provision meets customer requirements.	Students will be able to describe: • Operation Layout, work flow, operational activities, equipment and materials, stock control, documentation and administration, staff allocations, dress code, safety and security. • Customer Leisure, business/corporate local residents requirements, customer needs, expectations, customer trends, customer rights, equality.					

Term 6:		**<u>Exam period</u>** Revision sessions all of Unit 1. To focus on – commercial/non commercial/residential. Types of provisions Job roles (head chef, receptionist, housekeeper). Hierarchy of front of house and back of house. Qualifications needed. EHO and chopping boards. General food hygiene. Types of bacteria, visible symptoms of food poisoning, health and safety laws – in particular RODDOR, PPE and COSH. Risk assessments, dress code and specialist equipment. (electric and large scale).						

AQA GCSE Art and Design – Three-Dimensional Design
Exam board AQA
Component 1 60%: A portfolio of work made up of more than one project.
Component 2 40%: An externally set task where students produce an independent project in response to a starting point chosen from those set by the exam board.
This title promotes learning across a variety of experiences and through various processes, tools, techniques, materials and resources to generate different kinds of evidence of working and outcomes. Emphasis is on an increased breadth of approach commensurate in demand with the other titles.
Component 1: must show evidence of working in areas of study drawn from two or more of the titles taking into account the distinguishing characteristics of art, craft and design.
Component 2: must show evidence of areas of study drawn from one or more of the titles.
The areas of study selected for Component 1 can be the same as, or different from, those selected for Component 2.
Students must explore, through a range of two-dimensional and/or three-dimensional processes and media, practical application of skills and relevant critical and contextual sources such as the work of contemporary artists, craftspeople and designers and the different purposes, intentions and functions of art, craft and design as appropriate to their own work.
Students must develop and apply the knowledge, understanding and skills specified in the Subject content within the context of their selected title(s) and area(s) of study.
Assessment at KS4 covers 4 objectives, all of equal weighting. AO1: **Developing** ideas, AO2: **refining** ideas, AO3: **recording** ideas and AO4: **presenting ideas.** Each of these objectives corresponds to a golden thread.

Year 10 Three-dimensional Design

Term / Unit	Enquiry Question	Composite	Components (Disciplinary Knowledge)	National Curriculum Link:	Rationale: Why this, why here, why now?	Breadth and Depth: Wider links to curriculum/world/cultural capital	Academic Vocabulary: Key Tier 3 Language	Academy Key Drivers: Empower, Literacy, Diversity, Personal Development, Voice
Term 1: Skills develop and Mini sustained project 1: decorative frames	What is 3D Design? How to analyse a design brief? How to gather research effectively? How to take inspiration from your moodboard?	Core skills development Research into mini sustained design brief. A01: Develop ideas through investigation, demonstrating critical understanding of sources.	• What is 3D Design? • Course objectives • How does 3D design get assessed? • What is component 1? • What is component 2? • What are the secrets to a good portfolio? • Develop the skills set to analyse a design brief. • Develop the skills set to gather secondary research. • Practice developing initial design ideas from secondary imagery.	• Actively engage in the creative process of three-dimensional design in order to develop as effective and independent learners, and as critical and reflective thinkers with enquiring minds. • Become confident in taking risks and learn from experience when exploring and experimenting with	Students will develop and understanding of the 3D Design course. Students will understand the different components and how they are assessed throughout the course. Within this first term students are shown the secrets on how to gather secondary research and develop inspiration from what they have found. This will build the student's confidence before starting their mini sustained project 1 towards the end of the term.			Diversity – 100 design ideas. Considering what other people/countries are exposed to. (icon for water). Voice – opportunity for students to voice their opinions on different art movements. Literacy – Understanding when to use annotations and labels within their work.

				ideas, processes, media, materials and techniques.				
Term 2: Mini sustained project 1: decorative frames	How to analyse a design brief? How to gather research effectively? How to take inspiration from your moodboard?	Development of skills and techniques. Refine design ideas. A01: Develop ideas through investigation, demonstrating critical understanding of sources. A02: Refine work by exploring ideas, selecting and experimenting with appropriate media, materials, techniques and processes. AO3 – Record ideas, observations and insights relevant to intentions as work progresses.	• Skills and techniques for cardboard modelling (bends patterns). • Skills and techniques for cardboard joint modelling. • Skills and techniques for wooden joint modelling (rabbet, dowel). • Skills and techniques for blue foam modelling. • Skills and techniques for polymer modelling (hot line bender). • How CRITS work. Develop the skills of being a critical thinker. Students will learn and have the opportunity to reflect and respond on their own work and the work of others.	• Actively engage in the creative process of three-dimensional design in order to develop as effective and independent learners, and as critical and reflective thinkers with enquiring minds. • Become confident in taking risks and learn from experience when exploring and experimenting with ideas, processes, media, materials and techniques. • Acquire and develop technical skills through working with a broad range of media, materials, techniques, processes and technologies with purpose and intent.	Students will be building their schemas on knowledge of materials and different media from their ADT KS3 lessons. This first mini sustained project in 3D design provides students an opportunity to build on their knowledge and experiment with new techniques. The quick modelling techniques can be transferred into any other project going forward. The modelling provides students a chance to learn the skills and to reflect and respond on their outcomes. Students will develop their critical thinking skill set before taking part in CRITS within their lessons.			Voice – opportunity for students to voice their opinions on their work. Students will reflect and respond on their own work and other students work in their CRIT groups. Literacy – Understanding when to use annotations and labels within their work. Empower – Students will understand how and idea is brought to life in the design industry.
Term 3: Mini sustained project 1: decorative frames	Is my product meeting the design brief? How can I improve my product?	Decorative frame development A02: Refine work by exploring ideas, selecting and experimenting with appropriate media, materials, techniques and processes. AO3 – Record ideas, observations and insights relevant to intentions as work progresses. AO4 – Present a personal and meaningful response that realises intentions and demonstrates understanding of visual language.	• Development of prototypes. • Refine design ideas. • Evaluate outcomes.	• Become confident in taking risks and learn from experience when exploring and experimenting with ideas, processes, media, materials and techniques. • Acquire and develop technical skills through working with a broad range of media, materials, techniques, processes and technologies with purpose and intent . • Develop critical understanding through investigative, analytical, experimental, practical, technical and expressive skills •	Students will be using this term to develop their decorative frames. Students will create multiple prototypes where they will reflect and refine their ideas based of their development. This will lead students onto evaluating their design process as well as their overall outcome.			

Term 4: Skills development CAD / CAM	What is CAD? What is CAM?	A02: Refine work by exploring ideas, selecting and experimenting with appropriate media, materials, techniques and processes. AO4 – Present a personal and meaningful response that realises intentions and demonstrates understanding of visual language.	• What is CAD? • Skills development on SketchUp (architecture theme). • Skills development on Onshape. (decorative frame theme) • What is CAM? • Skills development on Lightburn (decorative frames laser cutter).	Acquire and develop technical skills through working with a broad range of media, materials, techniques, processes and technologies with purpose and intent.	Within this term students will develop skills on CAD and CAM. They will use the CAD softwares SketchUp, Onshape and Lightburn. The skills they will develop will link with their mini sustain project 1 and their sustain project later in the year. CAD skills are transferable skills which they can apply to any project.		3D Form CAD CAM Front view Plan view Side view	
Term 5: Sustained project: Architecture	What is Architecture? How to analyse a design brief? How to gather research effectively? How to take inspiration from your moodboard?	Research into the architecture design brief. A01: Develop ideas through investigation, demonstrating critical understanding of sources. AO3 – Record ideas, observations and insights relevant to intentions as work progresses.	• What is Architecture? • Develop the skills set to analyse a design brief. • Develop the skills set to gather secondary research. • Practice developing initial design ideas from secondary imagery. • Practice developing initial design ideas from primary imagery.	Students are required to work in one or more area(s) of three-dimensional design: Architecture. Actively engage in the creative process of art, craft and design in order to develop as effective and independent learners, and as critical and reflective thinkers with enquiring minds.	Students will apply their newly developed skills into a project with the focus on architecture. This unit of work within this term will build from the given brief to explore a range of design ideas.		Architect Front view Side view Plan view Materials	
Term 6: Sustained project: Architecture		An iterative design approach to the sustained project. A02: Refine work by exploring ideas, selecting and experimenting with appropriate media, materials, techniques and processes. AO3 – Record ideas, observations and insights relevant to intentions as work progresses.	• Skills and techniques for cardboard modelling. • Skills and techniques for foamboard.	• Actively engage in the creative process of three-dimensional design in order to develop as effective and independent learners, and as critical and reflective thinkers with enquiring minds. • Become confident in taking risks and learn from experience when exploring and experimenting with ideas, processes, media, materials and techniques. • Acquire and develop technical skills through working with a broad range of media, materials, techniques, processes and	Students will receive their sustained project. This unit of work will have a focus on product design. The sustained project count towards their component 1. Students will have developed and explore a range of skills throughout Year 10 which will provide them with the secrets to a successful sustained project. Students will begin analysing their brief and research. Before visualising initial ideas			

				technologies with purpose and intent.				

Year 11 Three-dimensional Design								
Term / Unit	**Enquiry Question**	**Composite**	**Components (Disciplinary Knowledge)**	**National Curriculum Link:**	**Rationale: Why this, why here, why now?**	**Breadth and Depth: Wider links to curriculum/world/cultural capital**	**Academic Vocabulary: Key Tier 3 Language**	**Academy Key Drivers: Empower, Literacy, Diversity, Personal Development, Voice**
Term 1: Sustained project: Architecture		An iterative design approach to the sustained project. A02: Refine work by exploring ideas, selecting and experimenting with appropriate media, materials, techniques and processes. AO3 – Record ideas, observations and insights relevant to intentions as work progresses.	• Development of prototypes. • Iterative design. • CAD- SketchUp		Students will use an iterative design approach to explore a range of design ideas. Students will have access to the CAD software to develop their outcomes/prototypes.			
Term 2: Sustained project: Architecture	Is my product meeting the design brief? How can I improve my architectural outcome?	Finalising the sustained project. AO4 – Present a personal and meaningful response that realises intentions and demonstrates understanding of visual language.	• Final prototype • Journey page		CAD development will continue before students will present their journey page and finalise their final prototype. CAD outcomes will continue before the final prototypes will be presented as well as visual journey of their project. This closes the end of their first project which will go towards their component 1 (further work undertaken during the student's course of study).			
Term 3: Externally set assignment released / preparation		Analysing the brief. Exam preparation. A01: Develop ideas through investigation, demonstrating critical understanding of sources. A02: Refine work by exploring ideas, selecting and experimenting with appropriate media, materials, techniques and processes. AO3 – Record ideas, observations and insights relevant to	• Analysis the brief • Research • Initial design ideas		In January the exam board will release the externally set assignment. Within this term students will analyse the brief, brainstorm and research in preparation for their 10-hour exam. Once students begin their 10-hour exam they will not have access to the internet. Therefore it is crucial for students use this term to research.			

		intentions as work progresses.						
Term 4: Externally set assignment		10-hour exam A02: Refine work by exploring ideas, selecting and experimenting with appropriate media, materials, techniques and processes. AO3 – Record ideas, observations and insights relevant to intentions as work progresses. AO4 – Present a personal and meaningful response that realises intentions and demonstrates understanding of visual language.	• Develop ideas through investigations, demonstrating critical understanding of sources. • Experimenting with media and techniques. • Recording and developing ideas. • Refining ideas. • Creating a meaningful response.		Within this term students will begin their 10-hour exam. Their lessons will be in exam conditions.			
Term 5: Externally set assignment		10-hour exam A02: Refine work by exploring ideas, selecting and experimenting with appropriate media, materials, techniques and processes. AO3 – Record ideas, observations and insights relevant to intentions as work progresses. AO4 – Present a personal and meaningful response that realises intentions and demonstrates understanding of visual language.	• Develop ideas through investigations, demonstrating critical understanding of sources. • Experimenting with media and techniques. • Recording and developing ideas. • Refining ideas. • Creating a meaningful response. (GRADE SUBMISSION DEADLINE 31st MAY MODERATION WILL TAKE PLACE IN JUNE)		Students will continue with their 10-hour exam. Their lessons will be in exam conditions.			
Term 6:								