



## Science in the Environment: Managing an Environmental Area (National 2)

**SCQF:** level 2 (6 SCQF credit points)

**Unit code:** H26E 72

### Unit outline

The general aim of this Unit is for learners to engage in a practical activity which encourages a responsible attitude towards a local environmental area. Learners will prepare and maintain a local environmental area for living things. In doing this, learners will explore the conditions necessary for maintaining life and will continue to develop their scientific literacy.

Learners who complete this Unit will be able to:

- 1 Prepare and maintain a local environmental area for living things

This Unit is an optional Unit of the National 2 Science in the Environment Course and is also available as a free-standing Unit. The Unit Specification should be read in conjunction with the *Unit Support Notes*, which provide advice and guidance on delivery, assessment approaches and development of skills for learning, skills for life and skills for work. Exemplification of the standards in this Unit is given in *Unit Assessment Support*.

## **Recommended entry**

Entry to this Unit is at the discretion of the centre. However, relevant experiences and outcomes may provide an appropriate basis for doing this Unit.

## **Equality and inclusion**

This Unit Specification has been designed to ensure that there are no unnecessary barriers to learning or assessment. The individual needs of learners should be taken into account when planning learning experiences, selecting assessment methods or considering alternative evidence. For further information, please refer to the *Unit Support Notes*.

# **Standards**

## **Outcomes and assessment standards**

### **Outcome 1**

The learner will:

**1 Prepare and maintain a local environmental area for living things by:**

- 1.1 Describing ways in which a local environmental area could be developed or used for living things
- 1.2 Identifying ideas to prepare and maintain a local environmental area
- 1.3 Carrying out the ideas
- 1.4 Commenting on the success of the ideas or identifying an idea for further action

## **Evidence Requirements for the Unit**

Assessors should use their professional judgement, subject knowledge and experience, and understanding of their learners, to determine the most appropriate ways to generate evidence and the conditions and contexts in which they are used.

Evidence is expected to be generated from practical activity within a local environmental area. Evidence can be presented in a variety of formats, such as written, oral, or pictorial, and may be gathered using the learner's usual means of communication.

Evidence will include:

- ◆ a brief description of ways in which a local environmental area could be developed or used for living things, such as plants, animals, birds or mini-beasts
- ◆ ideas for what could be done to prepare and maintain the local environmental area for living things. These ideas should cover an appropriate period of time
- ◆ a record of what was done to prepare and maintain the local environmental area for living things
- ◆ one comment on the success of the ideas or an idea for further action

It is expected that learners will receive support throughout the delivery of this Unit.

Exemplification of assessment is provided in *Unit Assessment Support*. Advice and guidance on possible approaches to assessment is provided in the *Unit Support Notes*.

# **Development of skills for learning, skills for life and skills for work**

It is expected that learners will develop broad, generic skills through this Unit. The skills that learners will be expected to improve on and develop through the Unit are based on SQA's *Skills Framework: Skills for Learning, Skills for Life and Skills for Work* and drawn from the main skills areas listed below. These must be built into the Unit where there are appropriate opportunities.

## **1 Literacy**

- 1.3 Listening and talking

## **2 Numeracy**

- 2.2 Money, time and measurement
- 2.3 Information handling

## **4 Employability, enterprise and citizenship**

- 4.6 Citizenship

## **5 Thinking skills**

- 5.3 Applying
- 5.4 Analysing and evaluating

Amplification of these is given in SQA's *Skills Framework: Skills for Learning, Skills for Life and Skills for Work*. The level of these skills should be at the same SCQF level as the Unit and be consistent with the SCQF level descriptor. Further information on building in skills for learning, skills for life and skills for work is given in the *Unit Support Notes*.

# Administrative information

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**Superclass:** QA

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## History of changes to National Unit Specification

Version	Description of change	Authorised by	Date

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Note: readers are advised to check SQA's website: [www.sqa.org.uk](http://www.sqa.org.uk) to ensure they are using the most up-to-date version of the Unit Specification.

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