National Unit Specification: general information

UNIT   Self in Society: Environmental Issues (Access 2)

CODE   F37V 08

COURSE   Personal Development (Access 2)

SUMMARY

This Unit is an optional Unit in the Access 2 Personal Development Course but it can also be delivered as a free-standing Unit. It is designed for candidates studying in a supported learning environment who wish to develop their interpersonal skills in communicating and interacting with others.

This Unit provides candidates with an introduction to issues concerning the environment. With teacher/lecturer support candidates will identify some of the main causes of environmental damage and how this can be reduced through limiting use of resources and recycling where possible. Candidates are also given the opportunity to take part in an activity related to an environmental issue.

OUTCOMES

1   Identify some of the main causes and effects of environmental damage.
2   Identify actions that can be taken to reduce environmental damage.
3   Participate in an activity aimed at reducing environmental damage.

RECOMMENDED ENTRY

Entry is at the discretion of the centre.

Administrative Information

Superclass: HB

Publication date: April 2008

Source: Scottish Qualifications Authority

Version: 01

© Scottish Qualifications Authority 2008

This publication may be reproduced in whole or in part for educational purposes provided that no profit is derived from reproduction and that, if reproduced in part, the source is acknowledged.

1

UNIT   Self in Society: Environmental Issues (Access 2)

CREDIT VALUE

1 credit at Access 2 level (6 SCQF credit points at SCQF level 2*).

SCQF credit points are used to allocate credit to qualifications in the Scottish Credit and Qualifications Framework (SCQF). Each qualification in the Framework is allocated a number of SCQF credit points at an SCQF level. There are 12 SCQF levels, ranging from Access 1 to Doctorates.

CORE SKILLS

There is no automatic certification of Core Skills or Core Skills components in this Unit.

National Unit Specification: statement of standards

UNIT Self in Society: Environmental Issues (Access 2)

Acceptable performance in this Unit will be the satisfactory achievement of the standards set out in this part of the Unit Specification. All sections of the statement of standards are mandatory and cannot be altered without reference to SQA.

OUTCOME 1

Identify some of the main causes and effects of environmental damage.

Performance Criteria

(a) Identify some of the main causes of different types of environmental damage.
(b) Identify the effects of these types of environmental damage.

OUTCOME 2

Identify actions that can be taken to reduce environmental damage.

Performance Criteria

(a) Identify a variety of actions that can be taken by society to reduce environmental damage.
(b) Identify own actions that can be taken to reduce environmental damage.

OUTCOME 3

Participate in an activity aimed at reducing environmental damage.

Performance Criteria

(a) Agree own role in an activity that will help reduce environmental damage.
(b) Carry out own role in the activity as agreed.
(c) Provide information to another person during the activity.
(d) Seek information from another person during the activity.

National Unit Specification: statement of standards (cont)

UNIT   Self in Society: Environmental Issues (Access 2)

EVIDENCE REQUIREMENTS FOR THIS UNIT

Evidence is required to demonstrate that candidates have achieved all Outcomes and Performance Criteria.

Candidates will receive directive support from their teacher/lecturer throughout the Unit. This means that the teacher/lecturer should issue explicit instructions to candidates to assist them in preparing for their assessment and where appropriate candidates may be prompted during the assessment itself. Prompting should be used to focus candidates' attention on the activity to allow them to remain on task or get him/her back on track.

Each candidate should be allowed to provide evidence using his or her normal mode of communication which may be verbal or non-verbal. If candidates are producing written evidence they will only be expected to write a single word or short phrase responses when completing the tasks.

Evidence in the form of written and/or oral and/or other recorded modes of communication, will be required in relation to Outcomes 1, 2 and Outcome 3, Performance Criterion (a). Acceptable forms of candidate evidence may be, for example, in scribed written form or in the form of a video/audio recording.

Performance evidence will be required for Outcome 3, Performance Criterion (b). This evidence can be recorded, for example, on an observation checklist, an audio or video recording or photographic evidence.

Evidence for all Outcomes will be gathered at appropriate points throughout the Unit.

The specific evidence required to demonstrate the achievement of each Outcome is listed below:

Written and/or oral and/or other recorded modes of communication covering:

- ♦ **three** different causes of environmental damage, each of which must relate to a different type
- ♦ **one** effect on the environment of each of these causes
- ♦ **three** different actions which can be taken by society
- ♦ **three** different actions which can be taken by the candidate
- ♦ a statement of the candidate's own role in **one** activity to reduce environmental damage

Performance evidence, supported by a checklist, audio or video recording or other appropriate supporting evidence covering:

- ♦ the candidate's own role in **one** activity to reduce environmental damage which should have been carried out as agreed. During the activity **one** piece of information should be provided to another person and **one** piece of information should be sought from another person.

The standard to be applied and the breadth of coverage are illustrated in the National Assessment Bank item available for this Unit. If a centre wishes to design its own assessments for this Unit these should be of a comparable standard.

National Unit Specification: support notes (cont)

UNIT   Self in Society: Environmental Issues (Access 2)

This part of the Unit Specification is offered as guidance. The support notes are not mandatory.

While the exact time allocated to this Unit is at the discretion of the centre, the notional design length is 40 hours.

GUIDANCE ON THE CONTENT AND CONTEXT FOR THIS UNIT

This Unit is an optional Unit in the Access 2 Personal Development Course but it can also be delivered as a free-standing Unit. It is designed for candidates studying in a supported learning environment for candidates who wish to develop their interpersonal skills in communicating and working with others in a group. This Unit is one of the *Self in Society* options in the Course; candidates completing this Course must complete one Unit from this group. Further Units in this group can be studied as free-standing Units.

This Unit provides candidates with an introduction to issues concerning the environment. With teacher/lecturer support candidates will identify some of the main causes of environmental damage and how this can be reduced through limiting use of resources and recycling where possible. Candidates are also given the opportunity to take part in an activity related to an environmental issue.

Teachers/lecturers should concentrate on the broad links between the actions of society and individuals and the environmental damage that may result. The depth to which it may be possible to explain the causal linkage in scientific terms to candidates at this level should be carefully considered. It may be possible to cover some concepts such as carbon emissions leading to global warming, leading to melting ice caps leading to rising sea levels. However, where candidates are confused by the causal nature of these links then the underlying concepts do not need to be dwelt upon.

Teachers/lecturers should select appropriate activities depending on the age and individual abilities of each candidate. All relevant health and safety guidelines should also be taken into account when deciding upon appropriate levels of supervision.

Teachers/lecturers should also take into account relevant guidelines with regard to supervising candidates when outside the boundaries of the centre.

GUIDANCE ON LEARNING AND TEACHING APPROACHES FOR THIS UNIT

Learning and teaching approaches used should take account of the particular needs of the candidate group and the context in which they are studying. Brainstorming activities, question and answer sessions, role plays, the use of Information Technology and individual, paired or group work may be appropriate strategies to engage individuals or groups.

The term 'environmental damage' should be taken to mean any form of environmental pollution or any use of environmental resources that may harm the local or global environment. Candidates are not expected to understand the causes of environmental damage in scientific terms but they should be able to grasp some lower level causes and their effects as illustrated in the table below.

National Unit Specification: support notes (cont)

UNIT Self in Society: Environmental Issues (Access 2)

Types	Causes	Effects
Oil Spill	Oil Tanker sinking; illegal dumping of oil	Kills birds; kills sea life; dirty beaches
Air Pollution	Car exhaust fumes; factory emissions	Breathing difficulty, harms wildlife
Dirty streets or countryside	People dropping litter; fly tipping	Looks bad, can lead to vermin / disease
Deforrestation	Cutting down rainforests to create agricultural land	Birds and animals become extinct
Too much household waste	Not recycling waste; too much packaging on products	Landfill sites running out of space Wasting resources
Ice caps melting	Global warming	Animals become extinct, Rising water levels, flooding

In order to help candidates understand the causes and effects of environmental damage they could for example be:

♦ presented with some examples of the causes and effects of environmental damage
♦ shown a series of images illustrating the causes and effects of environmental damage
♦ encouraged to identify examples of environmental damage in their immediate or local area
♦ shown Video/DVD footage showing environmental damage

Such activities could be attempted by candidates working with their teacher/lecturer individually, in pairs or as a group. Teachers/lecturers should take account of the particular needs of individual candidates when planning activities.

In order to help candidates understand actions that can be taken to reduce environmental damage, teachers/lecturers could select specific causes and encourage candidates to identify the actions society as a whole could take to reduce that damage. Where possible it would be appropriate for candidates to work as a group so that they can identify as many different actions as possible. This will help to increase their understanding of the causes of environmental damage and also give them a broad understanding of how society could combat this.

Once candidates have identified the actions which could be taken by society, they could be encouraged to think about the actions they could take as individuals which will help them, as individuals to reduce environmental damage. This may help them to realise that although each person cannot have a significant effect on environmental damage on his/her own, their individual actions make an important contribution to society's actions.

Examples of some causes of environmental damage and relevant actions which could be taken by both society and the individual are given in the table below:

National Unit Specification: support notes (cont)

UNIT   Self in Society: Environmental Issues (Access 2)

Cause of Environmental Damage	Society Action (PC a)	Individual Action (PC b)
Power Station Emissions	Use less electricity	♦ Turn lights/appliances off when not in use ♦ Use energy saving light bulbs ♦ Put on jumper instead of turning on heating ♦ Increase awareness of this issue
Car Exhaust Fumes	Reduce traffic on road	♦ Do not take car when it is not necessary ♦ Use public transport to reduce car journeys ♦ Increase others awareness of this issue
Landfill sites	Reduce, reuse, recycle	♦ Reuse items such as plastic bags ♦ Recycling project ♦ Give old clothes to charity shops ♦ Increase awareness of others
Litter	Stop dropping litter	♦ Do not drop litter ♦ Take part in litter pick-up ♦ Increase awareness of others

It is anticipated that the teacher/lecturer will choose the activity to reduce environmental damage. However, if appropriate, the teacher/lecture may wish to help the candidate select an activity from a range of appropriate options. Similarly, when agreeing the candidate's individual role within the activity, the teacher/lecturer could discuss options with the individual or with a group of candidates.

Appropriate candidate roles within an activity might be, for example:

♦ helping make a poster for a campaign to raise awareness of environmental issues
♦ helping to pick up litter
♦ helping with a recycling project
♦ helping to plant trees in a garden
♦ contributing to the design of a questionnaire about environmental issues
♦ contributing to a set of eco-codes for a school
♦ contributing to a presentation on environmental issues

Teachers/lecturers must ensure that both the activity chosen and the role agreed with the candidate are appropriate for each individual's needs.

OPPORTUNITIES FOR CORE SKILL DEVELOPMENT

In this Unit candidates will be involved in researching environmental issues and will have the opportunity for developing aspects of *Communication* at Access 2 level while identifying the cause and effect of global damage. Candidates may also have opportunities to develop aspects of *Working with Others* at Access 2 level while working in a group situation.

National Unit Specification: support notes (cont)

UNIT Self in Society: Environmental Issues (Access 2)

GUIDANCE ON APPROACHES TO ASSESSMENT FOR THIS UNIT

Opportunities for the use of e-assessment

E-assessment may be appropriate for some assessments in this Unit. By e-assessment we mean assessment which is supported by information and communications technology (ICT), such as e-testing or the use of e-portfolios or e-checklists. Centres which wish to use e-assessment must ensure that the national standard is applied to all candidate evidence and that conditions of assessment as specified in the Evidence Requirements are met, regardless of the mode of gathering evidence. Further advice is available in *SQA Guidelines on Online Assessment for Further Education (AA1641, March 2003), SQA Guidelines on e-assessment for Schools (BD2625, June 2005)*.

In order to help candidates generate evidence for Outcome 1 teachers/lecturers could ask them to match causes of environmental damage with their effects. It is important to note that candidates must identify three different causes of damage and at least one effect of each in order to achieve this Outcome.

For Outcome 2 candidates could be given examples of environmental damage (eg visually or orally). They could then be asked to select an appropriate action to reduce that damage from a choice of two or three possible actions. It is important to remember that candidates must identify three actions that could be taken by society **and** three actions that could be taken by them. It is not essential that the candidate's own actions are directly related to the action society could take. However, where appropriate, candidates should be encouraged to identify personal actions which might contribute to society's actions.

In order to achieve Outcome 3 it is important that care is taken to choose an activity that will give each candidate the opportunity to achieve both Performance Criteria. Teachers/lecturers can help candidates to agree their role by asking them to select from two or three appropriate options. It is appropriate for candidates to be given support when they are carrying out their own role within the activity.

CANDIDATES WITH DISABILITIES AND/OR ADDITIONAL SUPPORT NEEDS

The additional support needs of individual candidates should be taken into account when planning learning experiences, selecting assessment instruments, or considering alternative Outcomes for Units. Further advice can be found in the SQA document *Guidance on Assessment Arrangements for Candidates with Disabilities and/or Additional Support Needs* (**www.sqa.org.uk**).