

## National Unit Specification: General Information

**UNIT** Countryside Interpretation (Higher)

**NUMBER** D838 12

### COURSE

### SUMMARY

The unit is designed to meet the needs of candidates following a range of programmes who require knowledge and understanding of the principles and role of interpretation. On completion of the unit candidates will be able to report on first-hand experiences of interpretation and will be able to apply the principles of interpretation to the development of materials for countryside sites.

### OUTCOMES

- 1 Explain the principles and role of countryside interpretation.
- 2 Evaluate countryside interpretation techniques experienced at visited sites.
- 3 Develop interpretive material for a given site.

### RECOMMENDED ENTRY

While entry is at the discretion of the centre, candidates would normally be expected to have attained one of the following:

- Standard Grade Biology, Chemistry, Geography, Physics of Science at grade 1 or 2
- Intermediate 2 Managing Environmental Resources or its component units.

### CREDIT VALUE

1 Credit at Higher.

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## Administrative Information

**Superclass:** QA

**Publication date:** December 1998

**Source:** Scottish Qualifications Authority

**Version:** 02 (*Version 01 is National Certificate Module 1110093*)

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**CORE SKILLS**

Information on the automatic certification of any core skills in this unit is published in *Automatic Certification of Core Skills in National Qualifications* (SQA, 1999).

## **National unit specification: statement of standards**

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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 the Scottish Qualifications Authority.

### **OUTCOME 1**

Explain the principles and role of countryside interpretation.

#### **Performance Criteria**

- a)        The difference between interpretation and information is explained correctly.
- b)        The principles of countryside interpretation are described accurately in terms of recognised good practices.
- c)        The role of interpretation in the care of the countryside is described accurately.

#### **Evidence Requirements**

Written and/or oral evidence of the candidate's ability to explain the principles and role of countryside interpretation.

### **OUTCOME 2**

Evaluate countryside interpretation techniques experienced at visited sites.

#### **Performance Criteria**

- a)        Countryside interpretation techniques are experience first-hand.
- b)        The interpretive techniques used at visited sites are described accurately.
- c)        The interpretive techniques experienced at the visited sites are evaluated in terms of the principles of countryside interpretation.

#### **Evidence Requirements**

Evidence of an appropriate level of attainment must be generated with items covering all performance criteria. Reports for two sites visited are required and should include descriptions of the interpretive techniques used at the sites and an evaluation of the techniques experienced. The reports must be the individual work of the candidate and must be based on visits during which the candidate has demonstrated an acceptable level of participation. The collection of the information may involve group work.

## **National unit specification: statement of standards (cont)**

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### **OUTCOME 3**

Develop interpretive materials for a given site.

#### **Performance Criteria**

- a)     The target audience for the interpretation is identified correctly with respect to age and level of interest.
- b)     The chosen theme(s) are developed appropriately and with due consideration for the needs of the audience and the nature of the site.
- c)     The method(s) of interpretation chosen is appropriate to the needs of the audience and the nature of the site.
- d)     The interpretation of the site is effective in terms of potential audience response and the principles of countryside interpretation.

#### **Evidence Requirements**

Evidence of an appropriate level of attainment must be generated with items covering all performance criteria. Interpretative materials for one local site are required and must be the product of work in which the candidate has demonstrated an acceptable level of participation.

## **National unit specification: support notes**

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This part of the unit specification is offered as guidance. None of the sections of the support notes is mandatory.

#### **GUIDANCE ON CONTENT AND CONTEXT**

- 1        Difference between countryside interpretation and information should be explained with the aid of examples. The principles of countryside interpretation based on Tilden's published work should be considered comprehensively. The role of countryside interpretation should include education, entertainment, public relations and generation of funds.
  
- 2        Attendance at sites as a visitor is essential. The use of interpretative techniques such as site staff presentations, static displays with artifacts and graphics, self-guided trails with information leaflets and/or notice boards could be identified at sites visited as appropriate. The preparation and use of check lists to aid evaluation could be considered. The importance of individual evaluations followed by collation of information could be considered.
  
- 3        Interpretative material development should seek to combine Tilden's principles and candidates' personal experiences. Financial constraints should be placed on the exercise but this should be left to the discretion of the teacher/lecturer. The audience might be of any age group or particular interest group and might include those with special needs.

#### **GUIDANCE ON TEACHING AND LEARNING APPROACHES**

The delivery of this unit should reflect a candidate-centred approach.

Some formal sessions may be required to explain the principles and roles of countryside interpretation. All other work should take the form of site visits with candidates working independently or in small groups.

Discussion sessions could be used to exchange ideas and information.

#### **GUIDANCE ON APPROACHES TO ASSESSMENT**

Centres may use the instruments of assessment which are considered by teachers/lecturers to be the most appropriate. Outcomes 1 can be assessed by an appropriate level of attainment in an end-of-unit test with questions covering all performance criteria. Outcomes 2 can be assessed by participation in investigations and appropriate levels of attainment in the associated reports for two sites visited. Assessment for Outcome 3 will be based on the interpretative material produced for one local site.

## **National unit specification: support notes (cont)**

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### **SPECIAL NEEDS**

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This unit specification is intended to ensure that there are no artificial barriers to learning or assessment. Special needs of individual candidates should be taken into account when planning learning experiences, selecting assessment instruments or considering alternative outcomes for units. For information on these, please refer to the SQA document *Guidance on Special Assessment and Certification Arrangements* (SQA, 1998).