



Access 3 Chemistry

Draft National Course Specification



Valid from August 2013

This edition: October 2011, draft version 1.0

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Please refer to the note of changes at the end of this Course Specification for details of changes from previous version (where applicable).

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Course outline

Course title: Access 3 Chemistry

SCQF: level 3 (18 SCQF credit points)

Course code: to be advised

Mandatory Units

Chemistry: Chemical Changes and Structure (Access 3)	6 SCQF credit points
Nature's Chemistry (Access 3)	6 SCQF credit points
Chemistry in Society (Access 3)	6 SCQF credit points

Recommended entry

Entry to this Course is at the discretion of the centre. However, learners would normally be expected to have attained the skills, knowledge and understanding required by the following or equivalent qualifications and/or experience:

- ◆ Access 2 Science in the Environment

In terms of prior learning and experience, relevant experiences and outcomes may also provide an appropriate basis for doing this Course. Further information on relevant experiences and outcomes will be given in the *Course Support Notes*.

Progression

This Course or its components may provide progression to:

- ◆ other qualifications in Chemistry, Science or related areas
- ◆ further study, employment and/or training

Further details are provided in the Rationale section.

Equality and inclusion

This Course 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 *Course Support Notes*.

Rationale

All new and revised National Courses reflect Curriculum for Excellence values, purposes and principles. They offer flexibility, provide more time for learning, more focus on skills and applying learning, and scope for personalisation and choice.

In this Course, and its component Units, there will be an emphasis on skills development and the application of those skills. Assessment approaches will be proportionate, fit for purpose and will promote best practice, enabling learners to achieve the highest standards they can.

This Course provides learners with opportunities to continue to acquire and develop the attributes and capabilities of the four capacities as well as skills for learning, skills for life and skills for work.

All Courses provide opportunities for learners to develop breadth, challenge and application, but the focus and balance of the assessment will be appropriate for the subject area.

Relationship between the Course and Curriculum for Excellence values, purposes and principles

Science is vital to everyday life and allows us to understand and shape the world in which we live and influence its future. Scientists play a key role in meeting society's needs in areas such as medicine, energy, industry, material development, the environment and sustainability. It is important that everyone has an informed view of science.

Through learning in chemistry, learners are given opportunities to develop an interest in the chemistry of the world in an interesting and enjoyable way. They engage in a wide range of investigative tasks which allows them to develop important skills in chemistry which will be useful across all sectors of society.

The Chemistry Course should encourage resourcefulness, which leads to becoming a confident individual. Successful learners in Chemistry think analytically, independently and solve problems. Chemistry can produce responsible citizens through studying the impact it makes on their lives, on the environment and on society

The Access 3 Chemistry Course allows learners to find out about and investigate the world. It develops learners' ability to think analytically, and independently, and to make basic evaluations. The Course provides opportunities for learners to acquire and apply knowledge to evaluate and develop an informed and ethical view of chemical issues. Learners will be able to develop their communication and collaborative working, and be able to apply thinking in familiar contexts to solve problems.

Purpose and aims of the Course

The Course is an up-to-date selection of ideas relevant to the central position of science within our society. It is practical and experiential, and develops scientific awareness of issues relating to chemistry. Access 3 Chemistry may be delivered using contexts to develop concepts within an application-led or investigative approach. It is important that everyone has an informed view of science.

Access 3 Chemistry is a practical-based Course, which develops learners' skills through the study of the applications of chemistry in an everyday context. By using a skills-based approach to developing knowledge of some basic chemistry concepts, learners will become scientifically literate citizens, able to review the science-based claims which they will come across in a rapidly developing society.

The Course develops learners' curiosity, interest and enthusiasm for chemistry through a variety of contexts relevant to chemistry's impact on society, namely utilising nature's resources, chemical reactions and the chemistry in everyday life. It offers a broad, versatile and adaptable skills set which is valued in the work place and forms the basis for progress to other Chemistry Courses, while also providing a knowledge base which is useful for the study of all the sciences.

The Course provides opportunities for learners to improve their scientific literacy, numeracy and literacy skills. In addition, learners will recognise the impact chemistry makes on developing sustainability, and its effects on the environment, on society and on the lives of themselves and others.

The main aims of the Course are for learners to:

- ◆ develop knowledge and understanding of basic chemistry concepts
- ◆ develop an understanding of chemistry's role in scientific issues and relevant applications of chemistry in society
- ◆ develop scientific inquiry and investigative skills using practical techniques
- ◆ develop scientific analytical thinking skills in a chemistry context
- ◆ use technology, equipment and materials safely in practical scientific activities
- ◆ develop problem solving skills in a chemistry context
- ◆ establish the foundation for more advanced learning in the sciences

Information about typical learners who might do the Course

The Course is suitable for learners who have experienced learning across the sciences experiences and outcomes. The Course may be suitable for those wishing to study Chemistry for the first time.

This Course has a skills-based approach to learning. It takes account of the needs of all learners and provides sufficient flexibility to enable learners to achieve in different ways.

Chemistry Courses are offered from SCQF level 3 to SCQF level 7. Vertical progression is possible through these levels, while lateral progression is possible to other qualifications in the sciences. This Course can also assist entry to employment, training and further education.

Course structure and conditions of award

Course structure

Learners will gain knowledge and understanding of chemistry and develop this through a variety of approaches, including practical activities.

Units are statements of standards for assessment and not programmes of learning and teaching. They can be delivered in a number of ways.

Units can be taught sequentially or in parallel to each other. However, learning and teaching approaches should provide opportunities to integrate skills, where possible. Each of the component Units is designed to provide progression to the related Unit at National 4.

Chemistry: Chemical Changes and Structure (Access 3)

In this Unit, learners will develop scientific skills and knowledge of the chemicals in our world. The properties and reactions of common elements, and how these relate to their position in the periodic table, will be investigated. Focusing on everyday elements, compounds and mixtures, learners will work towards the concept of chemical reactions and word equations. Through practical experience, learners will study the everyday uses and reactions of acids and bases, and the impact they have on the environment.

Nature's Chemistry (Access 3)

The Earth has a rich supply of natural resources which are used by each and every one of us. In this Unit, learners will investigate how fossil fuels were formed and how their use is changing as sustainable energy sources are developed. Plants as a source of oils, carbohydrates and nutrients are explored. Learners will find out about how chemists use plants in the development of products associated with everyday life. They will be given the opportunity to investigate one of these processes.

Chemistry in Society (Access 3)

In this Unit, learners will develop skills and carry out practical and other learning activities related to investigation of materials. Learners will focus on environmental issues while investigating the reactions, applications and corrosion of metal. The use of metals in chemical cells is explored. Through research, learners will compare and contrast the properties and applications of metals, plastics, and new materials. They will research the use of chemicals used in industry, with an emphasis on the environmental issues.

Conditions of award

To achieve the Access 3 Chemistry Course, learners must pass all of the required Units. The required Units are shown in the Course outline section.

Access 3 Courses are not graded.

Skills, knowledge and understanding

Full skills, knowledge and understanding for the Course will be given in the *Course Support Notes*. A broad overview of the subject skills, knowledge and understanding that will be covered in the Course is given in this section.

This includes:

- ◆ applying, with guidance, chemistry knowledge and understanding
- ◆ solving simple problems and making decisions
- ◆ applying, with guidance, experimental/investigative skills, including planning, carrying out and evaluating
- ◆ applying, with guidance, information handling skills, including collecting, presenting and processing information
- ◆ making basic generalisations from evidence/information
- ◆ drawing valid conclusions and communicating findings

Skills, knowledge and understanding to be included in the Course will be appropriate to the SCQF level of the Course. The SCQF level descriptors give further information on characteristics and expected performance at each SCQF level (www.sqa.org.uk/scqf).

Assessment

Further information about assessment for the Course will be included in the *Course Support Notes*.

Unit assessment

All Units are internally assessed against the requirements shown in the Unit Specification.

They can be assessed on a Unit-by-Unit basis or by combined assessment.

They will be assessed on a pass/fail basis within centres. SQA will provide rigorous external quality assurance, including external verification, to ensure assessment judgments are consistent and meet national standards.

The assessment of the Units in this Course will be as follows:

Chemistry: Chemical Changes and Structure (Access 3)

Learners who complete the Unit will be able to:

- ◆ draw on knowledge, understanding and skills to investigate, through experimentation, relevant chemical reactions for this Unit
- ◆ explore the environmental/sustainability/ethical issues related to acids and bases, and reaction rates

Nature's Chemistry (Access 3)

Learners who complete the Unit will be able to:

- ◆ draw on knowledge, understanding and skills to investigate, through experimentation, relevant chemical reactions for this Unit
- ◆ explore the environmental/sustainability/ethical issues related to the development and use of fossil fuels and food/plants

Chemistry in Society (Access 3)

Learners who complete the Unit will be able to:

- ◆ draw on knowledge, understanding and skills to investigate, through experimentation, relevant chemical reactions for this Unit
- ◆ explore the environmental/sustainability/ethical issues related to the development and use of metals and materials

Exemplification of possible assessment approaches for these Units will be provided in the *National Assessment Resource*.

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

(Note: The information given below reflects the initial thinking on significant opportunities for development of skills for learning, skills for life and skills for work. These may be subject to change as the development process progresses.)

It is expected that learners will develop broad, generic skills through this Course. The skills that learners will be expected to improve on and develop through the Course 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 Course where there are appropriate opportunities.

2 Numeracy

- 2.1 Number processes
- 2.2 Money, time and measurement
- 2.3 Information handling

5 Thinking skills

- 5.2 Understanding
- 5.3 Applying

Amplification of these skills is given in SQA's *Skills Framework: Skills for Learning, Skills for Life and Skills for Work*. The level of these skills will be appropriate to the level of the Course. Further information on building in skills for learning, skills for life and skills for work for the Course is given in the *Course Support Notes*.

Administrative information

Published: October 2011 (version 1.0)

Superclass: to be advised

History of changes to National Course Specification

Course details	Version	Description of change	Authorised by	Date

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