

Nat 4 Chemistry Added Value Unit	Comments from Added value Unit Assessment document Aug 2013 version 1.0	One outcome Five assessment standards to be met	Making assessment Judgements on the evidence Pages 7 -11 Added Value Unit Assessment document version 1.0	Possible investigations for the Assignment
Apply skills and knowledge to investigate a topical issue in Chemistry and its impact on the environment/society	No more than 8 hours in total	1.1 Choosing, with justification, a relevant issue in chemistry	state clearly the issue to be investigated  state briefly in what way the issue is relevant to the environment/society	NAT 4 Course Support Notes page 24 Table of suggestions each
<b>Stage 1 Research</b>  Under some supervision and control/ may complete part outwith learning and teaching setting / checks to ensure candidate's own work Guide for candidates to be given out	Group work OK but each candidate must provide evidence Practical work not required /not assessed Reasonable assistance from teacher (list)  Evidence must be retained for quality assurance purposes.	1.2 Researching the issue	<b>record at least two relevant sources</b> of information/data in such a way that they could be retrieved by a third party (there is no need to follow a formal referencing system) – if one of the sources is an experiment/practical activity, then the title and the aim should be recorded  gather appropriate and sufficient information/data from at least <b>two</b> relevant sources	linked to a key area of NAT 4 course  Appendix 2 Course support Notes NAT 4
<b>Stage 2 Communicate</b>  Must be carried out under centre supervision.  Prepared drafts should NOT be used  Guide for candidates to be given out	Group work NOT acceptable Report/ppt +notes/poster/leaflet 200 – 400words Reasonable assistance from teacher (list) pages 4 and 5 NO model answers  Evidence must be retained for quality assurance purposes.	1.3 Presenting appropriate information/data	at least one from a diagram, flow chart, table, graph, chart, key, summary or other appropriate format. This must include the correct use of title, labels and units where appropriate, and be sufficient to convey the information/data.  The candidate must present some of their information/data in their own way. This could be done by comparing or summarizing information/data or by presenting information/data in a different way from that found in a published source.  No penalty for minor errors/ omissions	p 32 Resource pack for one of the suggested investigations - Ice

	<p>Supplementary questioning may be used in relation to specific Assessment Standards when evidence is not thought to be conclusive. In the case of assessment by observation or oral questioning, evidence should include assessors' comments and other relevant supporting evidence that show clearly the basis on which assessment judgements have been made.</p> <p>See candidate assessment record page 14</p>	<p>1.4 Explaining the impact, in terms of the chemistry involved</p>	<p>The candidate must explain at least one impact of the issue on the environment/society, using some relevant knowledge of chemistry and making some reference to the candidate's processed data/information.</p>	
		<p>1.5 Communicating the findings of the investigation</p>	<p>The candidate must communicate findings in a way that is clear, concise, relevant and appropriately structured. They must communicate their research findings by:</p> <p>Communicating straightforward information, ideas or opinions clearly</p> <p>summing up the ideas, issues, findings or conclusions in response to the topical issue and its impact on the environment/society</p> <p>using chemistry knowledge accurately</p>	
<p><b>Reassessment</b></p>	<p>one or, in exceptional circumstances, two re-assessment opportunities. Re-assessment should be carried out under the same conditions as the original assessment.</p> <p>if a candidate has not met the requirements of the whole assessment, it will only be necessary for the candidate to be re-assessed on specific stages. This would apply to the following stages of this assignment:</p> <p>Stage 1 – research stage Stage 2 – communication stage</p> <p>It is the centre's responsibility to decide the nature of the re-assessment that is most appropriate for each candidate on each occasion. There is no requirement to choose a different topic for re-assessment.</p>			