

National Unit Specification: general information

UNIT	Chemistry and Life (Intermediate 1)
NUMBER	D065 10
COURSE	Chemistry (Intermediate 1)

SUMMARY

The unit seeks to develop knowledge and understanding, problem solving and practical abilities in the context of photosynthesis and respiration; the effects of chemicals on the growth of plants; food and diet; and drugs.

OUTCOMES

- 1 Demonstrate knowledge and understanding related to *Chemistry and Life*.
- 2 Solve problems related to *Chemistry and Life*.
- 3 Collect and analyse information related to *Intermediate 1 Chemistry* obtained by experiment.

RECOMMENDED ENTRY

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

- Standard Grade Biology, Physics or Science at grades 4 to 7
- Standard Grade Chemistry at grades 5 to 7
- appropriate units at Access level.

Administrative Information

Superclass:	RH
Publication date:	March 2004
Source:	Scottish Qualifications Authority
Version:	05

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National Unit Specification: general information (cont)

UNIT Chemistry and Life (Intermediate 1)

CREDIT VALUE

1 credit at Intermediate 1 (6SCQF credit points at SCQF level 4*)

**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

Core skills for this qualification remain subject to confirmation and details will be available at a later date.

Additional information about core skills is published in the *Catalogue of Core Skills in National Qualifications* (SQA, publication code BA0906).

National Unit Specification: statement of standards

UNIT Chemistry and Life (Intermediate 1)

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

Demonstrate knowledge and understanding related to *Chemistry and Life*.

Performance criteria

- (a) Knowledge and understanding of photosynthesis and respiration are clearly shown in appropriate ways.
- (b) Knowledge and understanding of the effects of chemicals on the growth of plants are clearly shown in appropriate ways.
- (c) Knowledge and understanding of food and diet are clearly shown in appropriate ways.
- (d) Knowledge and understanding of drugs are clearly shown in appropriate ways.

Evidence requirements

Evidence of an appropriate achievement from a closed-book test with items covering all of the following aspects of the above performance criteria.

Knowledge and understanding of photosynthesis and respiration

- (i) Photosynthesis
- (ii) Respiration
- (iii) The greenhouse effect

Knowledge and understanding of the effects of chemicals on the growth of plants

- (i) Using chemicals to save plants
- (ii) Fertilisers

Knowledge and understanding of food and diet

- (i) Elements in the body
- (ii) Different carbohydrates
- (iii) Reactions of carbohydrates
- (iv) Fats and oils
- (v) Proteins
- (vi) Fibre, vitamins and food additives

Knowledge and understanding of drugs

- (i) Alcohol
- (ii) Other drugs

National Unit Specification: statement of standards (cont)

UNIT Chemistry and Life (Intermediate 1)

OUTCOME 2

Solve problems related to *Chemistry and Life*.

Performance criteria

- (a) Relevant information is selected and presented in an appropriate way.
- (b) Information is accurately processed using calculations where appropriate.
- (c) Conclusions drawn are valid and explanations given are supported by evidence.
- (e) Predictions and generalisations made are based on available evidence.

Note: the lettering system for PCs is common to all units in the Intermediate 1 Chemistry course. Not all of the PCs feature in all of the units. For example, PC (d) does NOT feature in this unit, although it does feature in other units in the course.

Evidence requirements

Evidence of an appropriate level of achievement from a closed-book test with items covering all the above performance criteria.

OUTCOME 3

Collect and analyse information related to *Intermediate 1 Chemistry* obtained by experiment.

Performance criteria

- (a) The information is collected by active participation in the experiment.
- (b) The experimental procedures are described accurately.
- (c) Relevant measurements and observations are recorded in an appropriate format.
- (d) Conclusions drawn are valid.

Evidence requirements

A report of one experimental activity is required, covering the above performance criteria and related to the contents and notes specified for Intermediate 1 Chemistry. The report must be the individual work of the candidate and based on an experiment in which the candidate has been involved. Depending on the activity the collection of the information may be group work.

National Unit Specification: support notes

UNIT Everyday Chemistry (Intermediate 1)

This part of the unit specification is offered as guidance. The support notes are not mandatory.

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

GUIDANCE ON CONTENT AND CONTEXT FOR THIS UNIT

The recommended content together with suggested activities for this unit detailed in the course specification. The subheadings in these tables correspond to the aspects mentioned in the evidence requirements for Outcome 1. The prescribed practical activities for the unit are listed in the *Course Contents*.

GUIDANCE ON TEACHING AND LEARNING APPROACHES FOR THIS UNIT

General advice is contained in the course specification and more detailed advice will be contained in the Subject Guide for chemistry.

GUIDANCE ON APPROACHES TO ASSESSMENT FOR THIS UNIT

Outcomes 1 and 2

It is recommended that a holistic approach is taken for assessment of these outcomes. Outcomes 1 and 2 can be assessed by an integrated end of unit test with questions covering all the performance criteria. Within one question, assessment of knowledge and understanding and problem solving can occur. Each question can address a number of performance criteria from either Outcome 1 or 2. Appropriate assessment items are available from the National Assessment Bank.

Outcome 3

Opportunities to generate evidence for attainment at Outcome 3 will arise during the practical work related to the prescribed practical activities.

Related to PC (a), the teacher/lecturer checks by observation that the candidate has taken part in the collection of information by experiment.

Candidates should provide a structured report with an appropriate title. The report should relate to the performance criteria as follows:

b) As experiments will follow a given procedure or method there is no need for a detailed description. The procedure, or the steps in the procedure, should be described briefly in outline. The impersonal passive voice should be used. The following should be used as appropriate:

- aim of the experiment
- a labelled diagram, description of apparatus, instruments used
- how measurements were taken or observations made
- comments on safety.

National Unit Specification: support notes (cont)

UNIT Everyday Chemistry (Intermediate 1)

c) Readings or observations (raw data) should be recorded using the following as appropriate:

- a table with correct headings and appropriate units
- a table with readings/observations entered correctly
- a statement of results.

d) Conclusions should contain at least one of the following:

- the overall pattern to readings
- the trends in analysed information or results
- the connection between variables
- an analysis of the observations.

The bullet points under each performance criterion give an indication of what should be addressed to achieve a pass. The relevance of the bullet points will vary according to the experiment. These bullet points are intended as helpful guidance. The decision of pass or fail is to be made by the professional judgement of the presenting centre (subject to moderation) against the performance criteria.

Redrafting

It is appropriate to support candidates in producing a report to meet the performance criteria. Redrafting of reports after necessary supportive criticism is to be encouraged both as part of the learning and teaching process and to produce evidence for assessment. Redrafting is only required for the specific performance criteria identified in need of further attention, ie the entire report does not require to be rewritten.

Conditions required to complete the report

Candidates may complete their reports outwith class time provided reasonable measures are taken to ensure that the report is the individual work of the candidate.

Teachers and lecturers may wish candidates to write up reports under their direct supervision so that they can provide appropriate advice and support. However, they may feel confident that any redrafting required need not be undertaken under such close supervision as it will be evident in the candidate's response that it is his or her unaided work. Under such circumstances it would be acceptable for such redrafting to take place outwith class time.

Use of IT

Candidates may, if they wish, present their reports in a word-processed format. Candidates may use Excel or any other suitable data analysis software when tackling Outcome 3. However, candidates must not be given a spreadsheet with pre-prepared column headings or formula since they are being assessed on their ability to enter quantities and units into a table.

National Unit Specification: support notes (cont)

UNIT Everyday Chemistry (Intermediate 1)

Transfer of evidence

If candidates are taking this unit as part of a course and produce only one report across the course, then that report must be on a Unit 1 (Chemistry in Action) prescribed practical activity.

Candidates, who are repeating a year, may use evidence of an appropriate standard generated in a previous year.

SPECIAL NEEDS

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 Arrangements* (SQA, 2001).