



## Biology: Life on Earth (National 4)

**SCQF:** level 4 (6 SCQF credit points)

**Unit code:** H209 74

### Unit outline

The general aim of this Unit is to develop skills of scientific inquiry, investigation and analytical thinking, along with knowledge and understanding of life on Earth. Learners will apply these skills when considering the applications of life on Earth on our lives, as well as the implications on society/the environment. This can be done by using a variety of approaches, including investigation and problem solving.

The Unit covers the key areas of: animal and plant species depend on each other; impact of population growth and natural hazards on biodiversity; nitrogen cycle; fertiliser design and environmental impact of fertilisers; adaptations for survival and learned behaviour in response to stimuli linked to species survival. Learners will research issues, apply scientific skills and communicate information related to their findings, which will develop skills of scientific literacy.

Learners who complete this Unit will be able to:

- 1 Apply skills of scientific inquiry and draw on knowledge and understanding of the key areas of this Unit to carry out an experiment/practical investigation
- 2 Draw on knowledge and understanding of the key areas of this Unit and apply scientific skills

This Unit is a mandatory Unit of the National 4 Biology Course and is also available as a free-standing Unit. The Unit Specification should be read in conjunction with the *Unit Support Notes*, which provide advice and guidance on delivery, assessment approaches and development of skills for learning, skills for life and skills for work. Exemplification of the standards in this Unit is given in *Unit Assessment Support*.

The *Added Value Unit Specification* for the National 4 Biology Course gives further mandatory information on Course coverage for learners taking this Unit as part of the National 4 Biology Course.

## **Recommended entry**

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

- ◆ National 3 Biology Course or relevant component Units

There may also be progression from National 3 Chemistry, National 3 Environmental Science, National 3 Physics, or National 3 Science Courses.

In terms of prior learning and experience, relevant experiences and outcomes may also provide an appropriate basis for doing this Unit.

## **Equality and inclusion**

This Unit 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 *Unit Support Notes*.

# Standards

## Outcomes and Assessment Standards

### Outcome 1

The learner will:

- 1 Apply skills of scientific inquiry and draw on knowledge and understanding of the key areas of this Unit to carry out an experiment/practical investigation by:**
  - 1.1 Planning an experiment/practical investigation
  - 1.2 Following procedures safely
  - 1.3 Making and recording observations/measurements correctly
  - 1.4 Presenting results in an appropriate format
  - 1.5 Drawing valid conclusions
  - 1.6 Evaluating experimental procedures

### Outcome 2

The learner will:

- 2 Draw on knowledge and understanding of the key areas of this Unit and apply scientific skills by:**
  - 2.1 Making accurate statements
  - 2.2 Describing an application
  - 2.3 Describing a biological issue in terms of the effect on the environment/society
  - 2.4 Solving problems

## Evidence Requirements for the Unit

Assessors should use their professional judgement, subject knowledge and experience, and understanding of their learners, to determine the most appropriate ways to generate evidence and the conditions and contexts in which they are used.

The Key areas covered in this Unit are: animal and plants species depend on each other; impact of population growth and natural hazards on biodiversity; nitrogen cycle; fertiliser design and environmental impact of fertilisers; adaptations for survival; learned behaviour in response to stimuli linked to species survival.

Evidence can be drawn from a variety of sources and presented in a variety of formats. The table below describes the evidence for the Assessment Standards which require exemplification. Evidence may be presented for individual Outcomes or gathered for the Unit as a whole, through combining assessment holistically in a single activity. If the latter approach is used, it must be clear how the evidence covers each Outcome.

| Assessment Standard   | Evidence required   |
|---|---|
| Planning an experiment/practical investigation                                  | The plan should include: <ul style="list-style-type: none"><li>◆ an aim</li><li>◆ a variable to be kept constant</li><li>◆ measurements/observations to be made</li><li>◆ the resources</li><li>◆ the method, including safety considerations</li></ul> |
| Presenting results in an appropriate format                                     | One format from: table, graph, chart, key, diagram, flow chart or other appropriate format  |
| Drawing a valid conclusion  | Include reference to the aim  |
| Evaluating experimental procedures  | Suggest an improvement  |
| Making accurate statements  | At least half of the statements should be correct across the key areas of this Unit.  |
| Describing a biological issue in terms of the effect on the environment/society | The description should include the biology of the issue   |
| Solving problems  | One of each: <ul style="list-style-type: none"><li>◆ make generalisation/prediction</li><li>◆ select information</li><li>◆ process information, including calculations, as appropriate</li></ul>  |

### Transfer of evidence

Evidence for the achievement of Outcome 1 and Assessment Standards 2.2, 2.3 and 2.4 for this Unit can be used as evidence of the achievement of Outcome 1 and Assessment Standards 2.2, 2.3 and 2.4 in the other Units of this Course.

Exemplification of assessment is provided in *Unit Assessment Support*. Advice and guidance on possible approaches to assessment is provided in the *Unit Support Notes*.

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

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

## 2 Numeracy

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

## 5 Thinking skills

- 5.3 Applying
- 5.4 Analysing and evaluating

Amplification of these is given in SQA's *Skills Framework: Skills for Learning, Skills for Life and Skills for Work*. The level of these skills should be at the same SCQF level of the Unit and be consistent with the SCQF level descriptor. Further information on building in skills for learning, skills for life and skills for work is given in the *Unit Support Notes*.

# Administrative information

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**Published:** April 2015 (version 1.2)

**Superclass:** RH

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## History of changes to National Unit Specification

| Version | Description of change   | Authorised by                     | Date       |
|---------|---|-----------------------------------|------------|
| 1.1     | Standards section: change to wording in Assessment Standard 1.2 to clarify meaning; 'accurately' replaced with 'correctly'; Evidence Requirements section: wording added/changed to clarify Evidence Requirements | Qualification Development Manager | June 2013  |
| 1.2     | Updated to ensure consistency of wording of Evidence Requirements with Unit outline and in regard to the mandatory key areas.   | Qualifications Manager            | April 2015 |
|         |   |                                   |            |
|         |   |                                   |            |

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Note: readers are advised to check SQA's website: [www.sqa.org.uk](http://www.sqa.org.uk) to ensure they are using the most up-to-date version of the Unit Specification.

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