



Higher
Course
Specification



Higher Environmental Science Course Specification (C726 76)

Valid from August 2014

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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: Higher Environmental Science

SCQF: level 6 (24 SCQF credit points)

Course code: C726 76

Mandatory Units

The Course comprises 3 mandatory Units and a Course Assessment

H24P 76 Environmental Science: Living Environment (Higher)
6 SCQF credit points

And either

H24R 76 Environmental Science: Earth's Resources (Higher)
6 SCQF credit points

Or

**H6N7 76 Environmental Science: Earth's Resources
with a Scottish Context (Higher)** 6 SCQF credit points

And either

H24S 76 Environmental Science: Sustainability (Higher)
6 SCQF credit points

or

H6N8 76 Environmental Science: Sustainability (Higher)
6 SCQF credit points

and

Course assessment 6 SCQF credit points

This Course includes six SCQF credit points to allow additional time for preparation for Course assessment. The Course assessment covers the added value of the Course. Further information on the Course assessment is provided in the Assessment section.

*Scottish Studies Award contributing Unit: This Course Specification should be read in conjunction with the relevant Scottish Studies Unit Specification on the [Scottish Studies Award web page](#).

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:

- ◆ National 5 Environmental Science Course or relevant component Units
- ◆ National 5 Biology Course or relevant component Units
- ◆ National 5 Geography Course or relevant component Units

Progression

This Course or Units may provide progression to:

- ◆ other qualifications in Environmental 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

The Higher Environmental Science Course encourages the development of skills and resourcefulness, which lead to becoming a confident individual. Successful learners in environmental science think creatively, analyse and solve problems. Environmental science aims to produce responsible citizens, through studying relevant areas such as the living environment, the Earth's resources and sustainability. Learners will be able to develop their communication and collaborative working skills.

Environmental science is an interdisciplinary subject, which draws from the sciences and social sciences. The Course is practical and experiential and develops scientific awareness of environmental issues.

Environmental scientists are involved in tackling issues such as global climate change, pollution, use of land and water resources and changes in wildlife habitats. It involves an understanding of scientific principles, economic influences and political action.

Purpose and aims of the Course

The purpose of the Course is to develop learners' interest and enthusiasm for environmental science in a range of contexts, as well as their investigative and experimental skills. Environmental science takes a problem solving approach to attempt to develop solutions that prevent or reverse environmental deterioration and aim for sustainable practices.

The Course develops a scientific understanding of environmental issues. It provides a broad and up-to-date selection of ideas relevant to the central position of environmental science in society. This allows a deeper understanding of the environmental issues and possible solutions to these.

The Course provides a range of opportunities for learners to investigate key areas of the living environment such as biodiversity and interdependence.

Through the Earth's systems, learners will investigate resource issues in the atmosphere, hydrosphere, geosphere and biosphere.

Sustainability and sustainable development will be explored through food, water and energy security as well as investigating issues regarding waste. Learners are encouraged to investigate topics of direct or local relevance. The Course has a strong interdisciplinary nature and aims to develop skills, knowledge and understanding in relevant areas of science and social science. It provides opportunities for learners to develop scientific literacy skills. In addition, learners will recognise the impact environmental science makes on their lives, on the lives of others, on the environment, and on society. Skills will be developed in each of the Units in the context of discrete areas of content.

Due to its interdisciplinary nature, learners can gain additional benefit from studying Environmental Science along with other science subjects and/or Geography, as this will enhance the learner's skills, knowledge and understanding.

The Course allows flexibility and personalisation within each Unit and within the Course assignment by allowing choice in the topics studied.

The aims of the Course are for learners to:

- ◆ develop and apply knowledge and understanding of environmental science
- ◆ develop an understanding of environmental science's role in scientific issues and relevant applications of environmental science, including the impact these could make in society and the environment
- ◆ develop scientific inquiry and investigative skills
- ◆ develop scientific analytical thinking skills, including scientific evaluation, in an environmental science context
- ◆ develop the use of technology, equipment and materials, safely, in practical scientific activities, including using risk assessments
- ◆ develop planning skills
- ◆ develop problem solving skills in an environmental science context
- ◆ develop practical fieldwork skills in an environmental science context
- ◆ use and understand scientific literacy to communicate ideas and issues and to make scientifically informed choices
- ◆ develop the knowledge and skills for more advanced learning in environmental science
- ◆ develop skills of independent working

Information about typical learners who might do the Course

The Course is suitable for learners who are secure in their attainment of National 5 Environmental Science or an equivalent qualification.

The Course may be suitable for those wishing to study environmental science for the first time.

This Course emphasises practical and experiential learning opportunities, with a strong 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.

Environmental Science Courses are offered from SCQF level 3 to SCQF level 6. 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

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.

Environmental Science: Living Environment (Higher)

In this Unit, learners will develop skills of scientific inquiry, investigation and analytical thinking, along with knowledge and understanding in the context of the living environment. Learners will research issues and communicate information related to their findings, which will develop skills of scientific literacy. The key areas covered are investigating ecosystems and biodiversity, interdependence, and human influences on biodiversity.

Environmental Science: Earth's Resources (Higher)

In this Unit, learners will develop skills of scientific inquiry, investigation and analytical thinking, along with knowledge and understanding in the context of the Earth's resources. Learners will research issues and communicate information related to their findings, which will develop skills of scientific literacy. The key areas covered are the geosphere, the hydrosphere, the biosphere, and the atmosphere.

Environmental Science: Sustainability (Higher)

In this Unit, learners will develop skills of scientific inquiry, investigation and analytical thinking, along with knowledge and understanding in the context of sustainability. Learners will research issues and communicate information related to their findings, which will develop skills of scientific literacy. The key areas covered are, food, water, energy, and waste management.

Conditions of award

To gain the award of the Course, the learner must pass all of the Units as well as the Course assessment. The required Units are shown in the Course outline section. Course assessment will provide the basis for grading attainment in the Course award.

Skills, knowledge and understanding

Further information on the assessment of the skills, knowledge and understanding for the Course is given in the *Course Assessment Specification*. A broad overview of the mandatory subject skills, knowledge and understanding that will be assessed in the Course is given in this section.

This includes:

- ◆ demonstrating knowledge and understanding of environmental science by making statements, describing information, providing explanations and integrating knowledge
- ◆ applying environmental science knowledge to new situations, analysing information and solving problems
- ◆ planning and designing experiments/practical investigations to test given hypotheses or to illustrate particular effects including safety measure.
- ◆ carrying out experiments/practical investigation safely ,recording detailed observations and collecting data
- ◆ selecting information from a variety of sources
- ◆ presenting information appropriately in a variety of forms
- ◆ evaluating information to solve problems, make decisions and resolve conflicts
- ◆ processing information (using calculations and units, where appropriate)
- ◆ making predictions and generalisations from evidence/information
- ◆ drawing valid conclusions and giving explanations supported by evidence/justification
- ◆ evaluating experiments/practical investigations and suggesting improvements
- ◆ communicating findings/information effectively

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

Information about assessment for the Course is included in the *Course Assessment Specification*, which provides full details including advice on how a learner's overall attainment for the Course will be determined.

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.

Environmental Science: Living Environment (Higher)

Learners who complete the Unit will be able to:

- ◆ 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
- ◆ draw on knowledge and understanding of the key areas of this Unit and apply scientific skills

Environmental Science: Earth's Resources (Higher)

Learners who complete the Unit will be able to:

- ◆ 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
- ◆ draw on knowledge and understanding of the key areas of this Unit and apply scientific skills

Environmental Science: Sustainability (Higher)

Learners who complete the Unit will be able to:

- ◆ 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
- ◆ draw on knowledge and understanding of the key areas of this Unit and apply scientific skills

Course assessment

Courses from National 4 to Advanced Higher include assessment of [added value](#)¹. At National 5, Higher and Advanced Higher, the added value will be assessed in the Course assessment. The added value for the Course must address the key purposes and aims of the Course, as defined in the Course rationale. It will do this by addressing one or more of breadth, challenge or application.

In the Higher Environmental Science Course, added value will focus on:

- ◆ breadth
- ◆ challenge
- ◆ application

The learner will draw on and extend the skills they have learned during the Course. These will be assessed within a [question paper](#) and an [assignment](#)², requiring demonstration of the breadth of skills, knowledge and understanding acquired from across the Units in unfamiliar contexts and/or integrated ways.

¹ Definitions can be found here: <http://www.sqa.org.uk/jargonbuster>

² See link above for definitions.

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

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.

1 Literacy

1.2 Writing

2 Numeracy

2.1 Number processes

2.2 Money, time and measurement

2.3 Information handling

4 Employability, enterprise and citizenship

4.6 Citizenship

5 Thinking skills

5.3 Applying

5.4 Analysing and evaluating

5.5 Creating

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

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History of changes to National Course Specification

Course details	Version	Description of change	Authorised by	Date
	2.0	Page 6 – under Course structure, the information on key areas has been rewritten for clarity Page 7 – the Skills, Knowledge and Understanding section has been rewritten to better explain what is required.	Qualifications Development Manager	April 2014
	2.1	Scottish Studies Award Unit contributing information added. No other changes made to document content.	Qualifications Manager	September 2014

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