



## Researching Chemistry (Higher) Unit

**SCQF:** level 6 (3 SCQF credit points)

**Unit code:** H4KK 76

### Unit outline

The general aim of this Unit is to develop skills of scientific inquiry to undertake research in Chemistry. Learners will collect and synthesise information from different sources. They will plan and undertake a practical investigation and analyse results.

The Unit offers opportunities for collaborative and independent learning. Learners will develop skills associated with collecting and synthesising information from a number of different sources. Equipped with knowledge of standard laboratory apparatus, they will plan and undertake a practical investigation related to a chosen chemistry topic..

Learners who complete this Unit will be able to:

- 1 Apply skills of scientific inquiry and draw on knowledge and understanding to research the underlying chemistry of a chosen topic.
- 2 Apply skills of scientific inquiry to investigate, through experimentation, the underlying chemistry of a chosen topic.

This Unit is a mandatory Unit of the Higher Chemistry 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 the *National Assessment Resource*.

The *Course Assessment Specification* for the Higher Chemistry Course gives further mandatory information on Course coverage for learners taking this Unit as part of the Higher Chemistry 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 5 Chemistry Course or relevant component Units

### **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 to research the underlying chemistry of a chosen topic by:**
  - 1.1 Gathering and recording information from two sources relating to the chosen topic

### Outcome 2

The learner will:

- 2 Apply skills of scientific inquiry to investigate, through experimentation, the underlying chemistry of a chosen topic by:**
  - 2.1 Planning/designing the practical investigation, including safety measures.
  - 2.2 Carrying out the practical investigation safely, recording detailed observations and results including units

## 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.

Evidence can be drawn from a variety of sources and presented in a variety of formats, including participation in group tasks/experiments, written responses to questions, presenting information to other groups, and simple digital presentations.

Evidence may be presented for individual Outcomes or it may be gathered for the Unit as a whole through combining assessment holistically in one single activity. If the latter approach is used, it must be clear how the evidence covers each Outcome.

### Outcome 1

Learners will be provided with a candidate guide and a list of possible topics for investigation.

Learners will research one of the topics.

Learners must produce:

- ◆ a clear statement describing the research topic.
- ◆ a record of at least two sources of information relating to the research topic. These should be identified in sufficient detail to allow a third party to retrieve the source article

### **Outcome 2**

The assessor should record:

- ◆ that the learner made an effective contribution to planning
- ◆ that the learner made an effective contribution to carrying out the practical work
- ◆ that safety concerns were addressed where appropriate
- ◆ measurements/observations are recorded appropriately

Exemplification of assessment is provided in Unit assessment support packs. 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.

## 1 Literacy

1.2 Writing

## 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

5.5 Creating

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 2014 (version 2.0)

**Superclass:** RD

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## History of changes to National Unit Specification

Version	Description of change	Authorised by	Date
2.0	Page 1 - the 'Unit outline' section has been revised to give more information and reflect changes to Outcomes  Page 3 – the wording of Outcomes 1 and 2 has changed, while Outcome 3 has been removed  Page 3-4 – Evidence requirements – the text here has been updated to reflect the changes to Outcomes	Qualifications Development Manager	April 2014

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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.