



National 1  
unit  
specification



## Unit specification

### Science in the Environment: My Body — Appearance (National 1)

<b>Unit code:</b>	J5H7 71
<b>SCQF:</b>	level 1 (6 SCQF credit points)
<b>Valid from:</b>	session 2021–22

This document provides detailed information about the unit to ensure consistent and transparent assessment year on year.

This document is for teachers and lecturers and contains all the mandatory information required to deliver and assess the unit.

The information in this document may be reproduced in support of SQA qualifications only on a non-commercial basis. If it is reproduced, SQA must be clearly acknowledged as the source. If it is to be reproduced for any other purpose, written permission must be obtained from [permissions@sqa.org.uk](mailto:permissions@sqa.org.uk).

This edition: August 2021 (version 1.0)

© Scottish Qualifications Authority 2021

# Contents

<b>Unit outline</b>	<b>1</b>
<b>Standards</b>	<b>2</b>
Outcome and assessment standards	2
Skills for learning, skills for life and skills for work	3
<b>Equality and inclusion</b>	<b>4</b>
<b>Further information</b>	<b>5</b>
<b>Appendix: unit support notes</b>	<b>6</b>
Introduction	6
Developing skills, knowledge and understanding	6
Approaches to learning and teaching	6
Approaches to assessment and gathering evidence	8
Developing skills for learning, skills for life and skills for work	9

# Unit outline

The aim of this unit is to provide learners with opportunities to explore the external differences between their own body and the bodies of others. This unit will provide learners with opportunities to find out about their own body and its uniqueness, and it will also allow them to explore the similarities and differences between their own bodies and those of other people.

Learners who complete this unit will be able to:

- 1 participate in activities exploring the physical differences between humans

This unit is an optional unit within the Adult Learning and Transition Award (SCQF level 1). Please read this unit specification in conjunction with the unit support notes, which provide advice and guidance on delivery, assessment approaches, and developing skills for learning, skills for life and skills for work.

Exemplification of the standards in this unit is given in unit assessment support.

## Recommended entry

Entry to this unit is at the discretion of the centre. Relevant experiences and outcomes may provide an appropriate basis for doing this unit.

# Standards

## Outcome and assessment standards

### Outcome 1

#### 1 Participate in activities exploring the physical differences between humans by:

- 1.1 identifying the different characteristics of your own body's external features
- 1.2 comparing the characteristics of different parts of your own body with parts of the bodies of other people

### Evidence requirements for the unit

You should use your professional judgement, subject knowledge and experience, and understanding of your learners, to determine the most appropriate ways to generate evidence, and which conditions and contexts to use.

Evidence for this unit could include observation checklists, logs, short recorded oral responses, photographic evidence or equivalent. You should be confident that there is enough evidence to support your judgement that the assessment standards have been met:

- ◆ outcome 1: the learner must show evidence of participating in activities to identify different characteristics of their own external body and compare them with other human bodies

Learners will normally receive a high degree of support to achieve the outcome of the unit. It is your responsibility to ensure that the level of support is appropriate for the requirements of the unit.

Unit assessment support provides exemplification of assessment.

# Skills for learning, skills for life and skills for work

This unit helps learners to develop broad, generic skills. These skills are based on [SQA's Skills Framework: Skills for Learning, Skills for Life and Skills for Work](#) and draw from the following main skills areas:

## 1 Literacy

### 1.3 Listening and talking

You must build these skills into the unit at an appropriate level, where there are suitable opportunities.

# Equality and inclusion

This unit is designed to be as fair and as accessible as possible with no unnecessary barriers to learning or assessment.

You should take into account the needs of individual learners when planning learning experiences, selecting assessment methods or considering alternative evidence. The unit support notes provide further information.

Guidance on assessment arrangements for disabled learners and/or those with additional support needs is available on the assessment arrangements web page:

[www.sqa.org.uk/assessmentarrangements](http://www.sqa.org.uk/assessmentarrangements)

# Further information

The following links provide useful information and background:

- ◆ [National 1 web page](#)
- ◆ [Building the Curriculum 3 to 5](#)
- ◆ [Guide to Assessment](#)
- ◆ [SCQF Handbook: User Guide](#)
- ◆ [SQA Skills Framework: Skills for Learning, Skills for Life and Skills for Work](#)
- ◆ [Skills for Learning, Skills for Life and Skills for Work: Using the Curriculum Tool](#)
- ◆ [SQA e-assessment web page](#)

# Appendix: unit support notes

## Introduction

These support notes are not mandatory. They provide advice and guidance to teachers and lecturers on approaches to delivering the unit. Please read these unit support notes in conjunction with the unit specification and appropriate assessment support materials.

## Developing skills, knowledge and understanding

You are free to select the skills, knowledge, understanding and contexts that are most appropriate.

Learners who complete this unit will be able to participate in activities exploring the physical differences between humans.

## Approaches to learning and teaching

This section provides general advice and guidance on approaches to learning and teaching that you can use to deliver this unit.

At SCQF level 1, learners require varying degrees of support, depending on their needs. Some learners may:

- ◆ take part at an experiential or sensory level, requiring full support
- ◆ require frequent direction and support to enable them to take part
- ◆ take part independently or with intermittent support

You should give learners as much support as they need to engage with learning, teaching and assessment activities while maintaining the integrity of the outcome and assessment standards.

The following table provides examples of approaches to learning and teaching. These may also provide naturally occurring evidence that you can use to assess learners against the assessment standards.



## Science in the Environment: My Body — Appearance

Outcome 1: participate in activities exploring the physical differences between humans

### Assessment standards

1.1 identifying the different characteristics of your own body's external features

### Approaches for learning and teaching

The learner could participate in a range of activities involving identifying characteristics relating to features of their own body, for example:

Body features	Characteristics
hair	colour, length, straight, curly
eyes	colour
body shape	thin, medium, larger frame
skin	colour, freckles, birth marks
height	tall, medium, small
hand size	large, small, long or short fingers
foot size	width, length, shoe size
body supports	hearing aids, glasses, power chair, splints, wheelchair, walker, trachea, gastro, catheter
fingerprints	unique to each finger and each person

Activities might include one or more of the following:

- ◆ the learner drawing a body outline and labelling or signing characteristics to describe their appearance
- ◆ the learner using play dough or plasticine to create a model of their own face
- ◆ making jigsaw puzzles using the learner's photo
- ◆ sing songs related to the body, for example 'Everybody has a body'; 'My body'; 'Head shoulders knees and toes'
- ◆ playing games related to body parts, for example 'Simon says'
- ◆ 'Mr Potato head' game to identify body parts
- ◆ creating lift-the-flap books, for example — who has long, straight hair, dark skin and green hearing aids? — guess then lift the flap
- ◆ the learner selecting photographs of themselves from a selection of two people, for example point to 'name'
- ◆ creating self-portraits using a variety of media or animations

Assessment standards	Approaches for learning and teaching
	<ul style="list-style-type: none"> <li>◆ creating 'about my body' profiles using symbols, photos or signifiers</li> <li>◆ making handprints or footprints</li> <li>◆ taking fingerprints using pencil or paint. Looking at fingerprints with hand lens</li> <li>◆ making sensory fingerprints with cooked spaghetti</li> </ul>
1.2 comparing the characteristics of different parts of your own body with parts of the bodies of other people	<p>The learner could compare their own features and characteristics with other people. Learning activities might include:</p> <ul style="list-style-type: none"> <li>◆ comparison with a photograph of a family member or a picture of a famous person from a magazine</li> <li>◆ a selection of pictures of specific features of other people, allowing learners to sort those most like their own and those least like their own</li> </ul>

## Approaches to assessment and gathering evidence

There is no external assessment for National 1 units. All units are internally assessed against the requirements outlined and described in the unit specification and the unit assessment support pack.

To achieve the unit, learners must achieve the unit outcome.

At SCQF level 1, most evidence for assessment is gathered on a naturally occurring, ongoing basis, rather than from more formal assessment methods. There are many contexts that you might use for gathering evidence, for example, extra-curricular and/or outdoor learning.

Naturally occurring evidence is evidence that occurs in and as part of learning and teaching, which you can gather for assessment purposes in a variety of ways:

- ◆ observation of evidence demonstrated during an activity (using an observation checklist, visual recording, photography or equivalent)
- ◆ oral questioning before, during, and on completion of an activity (recorded using an audio-visual or audio recording or using your detailed written notes as evidence)
- ◆ learning and teaching activities that generate physical evidence for assessment
- ◆ identifying opportunities to record evidence during out-of-centre activities

You should focus on small, well-defined steps in learning. In this way, the learner is more likely to achieve success in the units and in any subsequent learning.

Learners benefit from receiving accurate and regular feedback regarding their learning. This helps to ensure they are actively involved in the assessment process. It is important that you use different approaches to assessment to suit the varying needs of learners.

## Combining assessment within units

It may be possible to reduce the volume of assessment for this unit by designing broad assessment tasks that cover a number of assessment standards at one time. However, for some learners it may be more appropriate to design assessment tasks that include smaller steps and/or repetition, which could help with the retention and reinforcement of learning.

## Developing skills for learning, skills for life and skills for work

This section highlights the skills for learning, skills for life and skills for work that learners should develop in this unit. These are based on SQA's Skills Framework: Skills for Learning, Skills for Life and Skills for Work and should be built into the unit where there are appropriate opportunities. The level of these skills will be appropriate to the level of the unit.

Some examples of potential opportunities to practise or improve these skills are given in the following table.

Skills for learning, skills for life and skills for work	Approaches for learning and teaching
<p><b>1 Literacy</b></p> <p>1.3 Listening and talking:</p> <ul style="list-style-type: none"> <li>◆ listening means the ability to understand and interpret ideas, opinions and information presented orally for a purpose and within a context, drawing on non-verbal communication as appropriate</li> <li>◆ talking means the ability to communicate orally ideas, opinions and information for a purpose and within a context</li> </ul>	<p>Where appropriate, learners could use their normal communication method during learning and teaching activities to communicate, for example:</p> <ul style="list-style-type: none"> <li>◆ information about different features and characteristics, by talking, pointing to pictures, or using symbols as appropriate</li> </ul>

It is important that you provide learners with opportunities to develop these broad general skills as an integral part of their learning experience.

# Administrative information

---

**Published:** August 2021 (version 1.0)

---

## History of changes

Version	Description of change	Date

Note: please check [SQA's website](#) to ensure you are using the most up-to-date version of this document.