

Comparative document

(Version 2.0 April 2014 compared with Version 3.0 June 2014)

Chemistry in Society (Higher) Unit

SCQF: level 6 (6 SCQF credit points)

Unit code: H21L 76

The purpose of this document is to give a quick, visual guide to any amendments or clarifications made during the revision process.

Unit outline

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

The Unit covers the key areas of: getting the most from reactants, equilibria, chemical energy, oxidising and reducing agents, and chemical analysis. 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
- 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 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 of the key areas of this Unit to carry out an experiment by:**
 - 1.1 Planning an experiment
 - 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 chemical issue in terms of the effect on the environment/society~~
 - ~~2.4~~2 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.

Evidence can be drawn from a variety of sources and presented in a variety of formats. 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.

Transfer of evidence: When the Outcomes and Assessment Standards are the same for the Units of the Course, differing only by context, evidence for Outcome 1 and Assessment ~~Standards~~Standard 2.2, ~~2.3 and 2.4~~ for one Unit in this Course can be used as evidence of the achievement of Outcome 1 and Assessment ~~Standards~~Standard 2.2, ~~2.3 and 2.4~~ in the Chemical Changes and Structure and Nature's Chemistry Units of this Course.

The key areas covered in this Unit are:

- ◆ Getting the most from reactants
- ◆ Equilibria
- ◆ Chemical energy
- ◆ Oxidising and reducing agents
- ◆ Chemical analysis

The table below describes the evidence for the Assessment Standards which require exemplification.

Assessment Standard	Higher
Planning an experiment	The plan should include: <ul style="list-style-type: none"> ◆ a clear statement of the aim ◆ a hypothesis ◆ a dependent and independent variable ◆ variables to be kept constant ◆ measurements/observations to be made ◆ the equipment/materials ◆ a clear and detailed description of how the experiment should be carried out, including safety considerations
Presenting results in an appropriate format	One format from: table, line graph, chart, key, diagram, flow chart, summaries or extended text or other appropriate formats
Draw a valid conclusion	Include reference to the aim
Evaluating experimental procedures	Suggest two improvements with justification
Accurate statements	At least half of the responses should be correct across the key areas for the set of questions provided.
Describing a chemical issue in terms of the effect on the environment/society	The description should include the chemistry of the issue
Solving problems	One of each: <ul style="list-style-type: none"> ◆ make generalisations/predictions ◆ select information ◆ process information including calculations as appropriate ◆ analyse information

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

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 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

Published: ~~April~~June 2014 (version ~~23~~.0)

Superclass: RD

History of changes to National Unit Specification

Version	Description of change	Authorised by	Date
2.0	Page 3 – the word ‘accurately’ has been changed to ‘correctly’ in Assessment Standard 1.3 Page 3-4 - the Evidence Requirements have been rewritten to better explain what is required	Qualifications Development Manager	April 2014
<u>3.0</u>	<u>Assessment Standards 2.2 & 2.3 removed</u>	<u>Qualifications Development Manager</u>	<u>June 2014</u>

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