

TASC advice *Science* [Version 2 as of 20 May 2020]

Environmental Science Level 3 (ESS315118)

TASC, with a focus on honouring the nature and intention of *Science*, also recognises the extraordinary circumstances facing learners and teachers in 2020. Due to these extraordinary circumstances TASC has made the following necessary considerations for 2020 only.

In *Science*, participating in practical and field work is fundamental to understanding the complexities and limitations of the theories, models and techniques used to explore and explain the world. Although much of the course content remains without participating in practical work; the quality of understanding may be supported by increased use of demonstrations, walk-throughs, secondary data and simulations. These considerations are intended to give teachers maximum flexibility to help students provide evidence of their learning.

After consultation with the community of teachers of *Science* – *Environmental Science* Level 3 (ESS315118) the following course content considerations have been made for 2020 only:

<i>Environmental Science</i> Level 3 (ESS315118)	
Work Requirements Practical Work and Case Study	<p>Scenario A - Medium term Return to school environment mid/end of July</p> <p><i>Specific 2020 considerations have been applied to this course. The requirement for any potential modifications to the external assessment specifications for Level 3 and Level 4 courses is still being considered.</i></p> <p>Work Requirements Practical Work</p> <p>At least 30 20 hours will be spent on practical activities, including field trips, which are an integral part of the course, and are to be used as a means of teaching and consolidating the course content as well as a vehicle for assessment.</p> <p>On at least three two occasions (excluding the case study) learners will be given the opportunity to address criterion 2 by following an experimental design process as outlined in the course content.</p> <p>Work Requirements Case Study</p> <p>Each learner must complete a case study that will represent more than 20 approximately 10 hours of design time. The case study will be assessed against a number of criteria with particular emphasis on the criteria not included in the external assessment (Criteria 1, 3 and 4). The study will contain some primary information OR only secondary data/knowledge if it is not possible for students to collect primary data. and not be based solely on secondary knowledge.</p> <p>Examples of primary information that may be possible to collect include:</p> <ul style="list-style-type: none"> • data from field observations • data from sampling in the field • experimental data

		<ul style="list-style-type: none"> •ecological surveys •data recorded to indicate: <ul style="list-style-type: none"> o resource use o impacts of resource use o pollution produced o impacts of pollution. •opinion based surveys •surveys of environmental management practices •expert interviews. <p>The study can be individual or a small group investigation. The topic will be chosen in consultation with the teacher, allowing flexibility in the choice of topic, the method of investigation and the format in which it is presented.</p> <p>The case study presented must communicate the:</p> <ul style="list-style-type: none"> •subject of the study •purpose of the study •relevant background information •methodology for collection of primary data (if data collecting opportunities are possible) •rationale for methodology chosen •materials used •data collected, researched or provided (quantitative and qualitative) •analysis and discussion of data •conclusions drawn •references to secondary data and information •acknowledgement of others involved and their roles. <p>TASC notations</p> <p>Fieldwork and practical work:</p> <p>While 'hands-on experiments' and first-hand laboratory and field work will not be possible in a study from home context, practical aspects of the course may be undertaken via the use of appropriate technologies such as video demonstrations and simulations.</p> <p>Terms used in criterion standard elements such as 'apply', 'select' and 'collect' do not imply that these standards can only be demonstrated in a first-hand/physical context.</p> <p>Case study:</p> <p>If students are unable to collect primary data information/data teachers may supports students with secondary information/data and/or direct students to secondary sources.</p>
--	--	--