

UNIT 1: INVESTIGATING LAND & ENVIRONMENT BUSINESSES (FOUNDATION)

ABOUT THIS UNIT

There are many different types of business and types of work in the land and environment sector. These businesses may be involved in a wide range of activities, including farming, managing parks and gardens, extracting minerals such as gravel, or protecting the environment.

In this unit you will learn:

- how land is used locally by different land and environment businesses
- about land and environment businesses and the products and/or services they provide
- about the ways in which land and environment businesses affect the local environment and local people
- why land and environment businesses are located in a particular place and how they fit in with the local community.

This unit will help you understand the land and environment sector. It links with Unit 2: Investigating science in the land & environment sector (Foundation) and Unit 3: Working with plants & animals (Foundation). It also leads on to Unit 1: Investigating the land & environment sector (Intermediate).

This unit will be assessed through your portfolio work only. The grade awarded will be your grade for the unit.

WHAT YOU NEED TO LEARN

Local land use

You must know how local land can be used for:

- food production
- non-food production
- amenities, for example a local park
- conservation, for example a nature reserve
- extraction, for example a quarry.

You must be able to:

- interpret a commercial land-use map
- produce your own map to illustrate land use in an area.

You must understand that land and environment businesses are focused on:

- plants
- animals
- land
- in some cases a mixture, for example a farm with arable crops and livestock, an extraction site with a woodland nature reserve.

Products from the land and environment sector

You must understand that different businesses:

- produce products, for example crops, livestock, construction materials
- provide services, for example access to parks or nature reserves.

You must also understand how these different products and services are used.

You must know what products or services are provided by local businesses and any wastes or by-products that result from their work. For example horse manure from a stable or slurry from a cattle yard.

Businesses

You must know about the operation of land and environment businesses and how they influence the area in which they are located, including:

- the reasons why land and environment businesses choose a particular location, for example the soil and climate, the number of people available to work in the area and their skills, transport links
- the amount of land they use
- their value to the local community in terms of employment opportunities and the amenities they provide
- their impact on the local environment
- their requirements for buildings and equipment.

You must understand that businesses may operate under different forms of ownership, including:

- sole trader
- partnership
- charity or voluntary body status
- co-operative.

You must understand that businesses require a management structure in order to operate effectively. This leads to a range of different job opportunities within the land and environment sector, including:

- skilled operative
- technical
- managerial.

You must understand the types of qualification and training that are linked with these different types of job.

ASSESSMENT EVIDENCE

You need to produce a report on a survey of land use by the land and environment sector in your local area, including an investigation into the operation of a local land and environment business. Your report should include:

- a map that illustrates local land use by the land and environment sector
- a description of the main products and services provided by the land and environment sector in the local area
- identification of the ownership of the chosen land and environment business and its main purpose
- a description of why the land and environment business is located in the area
- descriptions of the main products or services and any by-products of the land and environment business
- a description of the impact of the land and environment business on the local community and the environment.

Pass To achieve a pass your work must show:	Merit To achieve a merit your work must show:	Distinction To achieve a distinction your work must show:
<ul style="list-style-type: none"> • your ability to use sources that are provided to identify and describe clearly the main products and services of the sector in the local area • your ability to understand and use relevant information to identify accurately the key facts about the operation of the business • your ability to communicate clearly some of the main impacts that the business has on its locality • your ability to annotate a map to illustrate clearly the main types of land use in the local area. 	<ul style="list-style-type: none"> • your ability to seek and use additional relevant information to identify correctly most of the products and services provided by the sector in the local area • clear explanation of why the business is located in the area, with correct use of technical language • your ability to communicate clearly and accurately all the main ways in which the business has an impact on the local area. 	<ul style="list-style-type: none"> • your ability to an accurate and comprehensive survey of the products and services provided by the sector in the local area, with a simple explanation of why this pattern of land use and production exists • your ability to analyse the impact of the business on the local area and that you can identify the main advantages and disadvantages to the community and environment • correct and appropriate use of technical language throughout.

ESSENTIAL INFORMATION FOR TEACHERS

Teaching strategies

This unit is an introduction to the qualification. It provides a basis for the other units by giving students an overview of the industry in its various forms in the local area and clarifying key words that will occur in other units.

The unit could be introduced by brainstorming students' local knowledge and using local newspapers. This could be extended to using maps.

Visiting business organisations would be an appropriate way to gather information. The students could interview staff, complete forms asking questions about the organisation and draw diagrams of working processes. A visit also provides the opportunity for students to obtain other images, for example photographs and video footage.

For the purpose of this unit, the definition of the local area will differ depending on the location of the centre. It could be a school or college catchment area, an area defined by its size (for example 5km radius) or a recognised area (for example a national park). Whatever the criteria used to define the area, it must be capable of demonstrating the content of the unit.

Assessment strategies

The assessment of this unit requires students to produce a report, including a map and supported by a description of products and services, and a study of a business organisation. Both parts are of equal importance. Local land use could be studied at first hand by driving around the local area and recording data on a blank map. This could then be compared with commercially produced maps. The study could be achieved by visit(s) or as part of a placement.

The report provides the opportunity to include a variety of images, for example maps, diagrams, photographs or video footage. The report could be written, or presented in the form of an oral presentation complemented with images.

You will need to provide sufficient guidance to ensure that the organisation students choose to study presents enough information for them to complete the assessment tasks. You will also need to make sure that the students understand the information to be gathered before making any visit to the organisation.

When grading student evidence you should consider the following general qualities that distinguish between the three grades:

- increasing depth and breadth of understanding
- increasing coherence, comparison and drawing valid conclusions
- increasing independence and originality.

Pass

At pass level, students should identify the main products and services from the sector – not present a comprehensive survey.

In reading the map, it should be possible to interpret what the main products and services are and where they are located. Accuracy of detail is not required. At pass level, you should look for no more than a basic understanding of the central concepts of purpose, key products/by-products, and reason for location. Only *some* of the main impacts on the local area are required and there is no requirement for explanation. However, the description of the impacts should be accurate.

You will need to provide guidance to ensure students understand the topics and choose suitable materials. The student's work is expected to be limited in depth, but should represent an attempt to address the task requirements.

Merit

Students should identify most of the local products and services, and provide better descriptions or explanations of the central concepts. This should be done with more independence, although some teacher support will still be required.

The description of the impact of the business organisation on the local area should be more comprehensive and detailed, with an emphasis on *why* the business is located in the area.

There should be few significant omissions from this slightly fuller understanding.

Distinction

At distinction level, students' work should be accurate and comprehensive, with clear explanations and analysis.

They should demonstrate confident use of technical language.

Key Skills

This guidance highlights the most relevant Key Skills opportunities in this unit. It contains suggestions only. You will need to check that students have produced all the evidence required to meet part A **and** part B of the Key Skills specifications. Students may need to develop additional evidence elsewhere to meet fully the requirements of the Key Skills specifications.

Guidance is referenced in two ways:

K – keys to attainment

These are Key Skills or aspects of Key Skills which students should achieve as they meet the vocational requirements of the units. Only part B of the Key Skill is highlighted – you will need to check that students achieve part A.

S – signposting

These are opportunities that can be incorporated naturally into the learning programme.

APPLICATION OF NUMBER, LEVEL 1		Key Skills Reference
When students are:	They should be able to develop the following Key Skills evidence:	
<ul style="list-style-type: none"> surveying land use and presenting the results of their survey on a map 	N1.3 Interpret the results of your calculations and present your findings.	S

COMMUNICATION, LEVEL 1		Key Skills Reference
When students are:	They should be able to develop the following Key Skills evidence:	
<ul style="list-style-type: none"> interviewing staff during a visit 	C1.1 Take part in a one-to-one discussion and a group discussion about different, straightforward subjects.	S
<ul style="list-style-type: none"> gathering information from a business organisation and newspapers 	C1.2 Read and obtain information from two different types of documents about straightforward subjects, including at least one image.	K
<ul style="list-style-type: none"> producing the report on a survey of land use 	C1.3 Write two different types of documents about straightforward subjects. Include at least one image in one of the documents.	K
INFORMATION TECHNOLOGY, LEVEL 1		Key Skills Reference
When students are:	They should be able to develop the following Key Skills evidence:	
<ul style="list-style-type: none"> gathering information for the report on a survey of land use 	IT1.1 Find, explore and develop information for two different purposes.	S
<ul style="list-style-type: none"> producing the report on a survey of land use 	IT1.2 Present information for two different purposes. Your work must include at least one example of text, one example of images and one example of numbers.	S
IMPROVING OWN LEARNING AND PERFORMANCE, LEVEL 1		Key Skills Reference
When students are:	They should be able to develop the following Key Skills evidence:	
<ul style="list-style-type: none"> developing plans on how to produce the report 	LP1.1 Confirm understanding of your short-term targets and plan how these will be met, with the person setting them.	S
<ul style="list-style-type: none"> collecting and organising the information required for the report 	LP1.2 Follow your plan, using support given by others to help meet targets. Improve your performance by: <ul style="list-style-type: none"> studying a straightforward subject learning through a straightforward practical activity. 	S
<ul style="list-style-type: none"> reviewing their report and how they planned their work 	LP1.3 Review your progress and achievements in meeting targets, with an appropriate person.	S