

UNIT 1 MAKING OUR WORLD A BETTER PLACE THROUGH OPTICS

What the learner will know

- 1.1 What is meant by 'Optics'
- 1.2 What is meant by 'Classical Optics'
- 1.3 Aspects of the history of glass and lens
- 1.4 Aspects of the development of mirrors
- 1.5 How we can learn about the world through Classical Optics
- 1.6 How Classical Optics can be used to help others

What the learner will do

- 1.1 Demonstrate an understanding of how lenses work.
- 1.2 Demonstrate an understanding of how mirrors work
- 1.3 Take photograph using correct techniques as required

Evidence presented to support achievement is not prescribed for each learning outcome. It could typically include some of the following

- ☐ product evidence
- ☐ observation reports
- ☐ oral/written questions and answers
- ☐ reports/notes/diaries/reflective accounts
- ☐ worksheets/job sheets/planning plans/workbooks
- ☐ witness statements
- ☐ recorded evidence (video or audio)
- ☐ photographic evidence
- ☐ case studies/assignments/projects
- ☐ interview/professional discussion
- ☐ internet research / copies of items with relevant knowledge highlighted

*The most appropriate evidence for the qualification should be used. This is not an exhaustive list and other evidence is acceptable. Assessors may use any method that is reliable, valid and fit for purpose

All evidence must be clearly signposted to learning outcomes and assessment criteria. Learner Achievement Checklists are available for use, or centres may wish to use their own recording mechanisms to plot achievement against the requirements of the unit. All the evidence and tracking documents must be made available for the external moderator upon request. Assessors must only sign off units once all the requirements of the unit are met. Moderators do not have to see assessment in practice but need to see the assessed evidence which provides evidence of all Learning Outcomes and Assessment Criteria. The samples of learners' assessed evidence will be selected by moderator appointed by an awarding body. Evidence should be varied, the learner's own work and naturally generated from the activities undertaken to achieve the unit. It must clearly demonstrate how the learner has met the assessment criteria for the unit.

Photographic evidence, articles, handouts, etc. must be appropriately annotated to clearly demonstrate the learner's role and how it meets the assessment criteria.

Witness and observation statements should contain the name and status of the witness/observer and be signed and dated.

Group evidence is admissible where the individual learner's role is properly identified.