

GEOGRAPHY
Intermediate 1

Third edition – published November 1999

**NOTE OF CHANGES TO ARRANGEMENTS
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COURSE TITLE: Geography (Intermediate 1)

COURSE NUMBER: C042 10

National Course Specification

Course Details: Core skills statements expanded

National Unit Specification:

All Units: Core skills statements expanded

National Course Specification

GEOGRAPHY (INTERMEDIATE 1)

COURSE NUMBER C042 10

COURSE STRUCTURE

This course comprises three mandatory units with a choice of topics within each unit as follows:

D235 10	<i>People and the Environment – Scotland/British Isles (Int 1)</i>	<i>1 credit (40 hours)</i>
D236 10	<i>People and the Environment – Europe (Int 1)</i>	<i>1 credit (40 hours)</i>
D237 10	<i>People and the Environment – Global Issues (Int 1)</i>	<i>1 credit (40 hours)</i>

In common with all courses, each course includes 40 hours over and above the 120 hours for the component units. This is for induction, extending the range of learning and teaching approaches, support, consolidation, integration of learning and preparation for external assessment. This time is an important element of the course and advice on its use is included in the course details.

RECOMMENDED ENTRY

While entry is at the discretion of the centre, candidates would normally be expected to have attained one of the following:

- a grade 5 or 6 in Geography or another social subject at Standard Grade
- an Intermediate 1 course or component unit(s) in another social subject
- one or more units from Access provision in Social Subjects

Administrative Information

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National Course Specification (cont)

COURSE Geography (Intermediate 1)

CORE SKILLS

This course gives automatic certification of the following:

Complete core skills for the course	None	
Core skills components for the course	Critical Thinking	Int 1
	Using Graphical Information	Int 1

For information about the automatic certification of core skills for any individual unit in this course, please refer to the general information section at the beginning of the unit.

Additional information about core skills is published in *Automatic Certification of Core Skills in National Qualifications* (SQA, 1999).

National Course Specification: course details

COURSE Geography (Intermediate 1)

RATIONALE

Candidates will have the opportunity to study combinations of both physical and human environments and the Developed and Developing world through three area contexts: Scotland/British Isles, Europe and Global Issues.

Emphasis is placed on the provision of geographical experiences which lead candidates to a greater knowledge and understanding of concepts, key ideas and relevant terminology and which develop descriptive, evaluative and investigative skills. The study of Geography at Intermediate 1 provides for the development of skills through a range of learning experiences.

The principal aim of Geography is that candidates develop a detailed understanding of aspects of the contemporary world, of concern to all citizens, by using the concepts and techniques of geographical analysis. In addition, the course enables candidates to develop progressively:

- an understanding of the ways in which people and the environment interact in response to physical and human processes at local, national and international scales
- an awareness of spatial relationships and an understanding of the changing world in a balanced, critical and sympathetic way
- a life-long interest in, understanding of, and concern for the environment
- a geographical perspective on environmental issues and their significance
- skills of extracting and processing information from geographical data using appropriate techniques and terminology. This involves the use of IT

A contribution is made to general and vocational education and the wider curriculum by:

- raising awareness of the links between the subject and other disciplines
- developing independent and co-operative learning as part of personal and social education
- developing numeracy and problem-solving skills
- emphasising the development and application of learning skills relevant to everyday life

Appropriate key geographical concepts should be introduced to candidates in the study of the chosen topics. In constructing a teaching programme, account should be taken of the following underlying concepts:

- location
- spatial patterns
- change
- diversity
- interdependence
- co-operation
- conflict
- sustainability
- technology

These concepts should be introduced where they are appropriate to the topic of study.

National Course Specification: course details (cont)

COURSE Geography (Intermediate 1)

COURSE CONTENT

There are three mandatory units with a choice of topic in each. Opportunities are provided in the course for candidates to integrate knowledge and understanding, and apply this in less familiar and more complex contexts using skills acquired in the units. All of the course content will be subject to sampling in the external assessment.

The units and topics are:

Unit 1: People and the Environment – Scotland/British Isles (Int 1)

- (a) physical landscapes and land use **or**
- (b) landscapes and tourism.

Unit 2: People and the Environment – Europe (Int 1)

- (a) environmental issues **or**
- (b) population.

Unit 3: People and the Environment – Global Issues (Int 1)

- (a) development and health **or**
- (b) environmental hazards.

Geographical methods and techniques

The following geographical methods and techniques should be covered, where appropriate, within the units chosen. The use of straightforward methods and techniques to extract and process information is part of the course and unit assessment. Such information should relate to:

- annotated field sketches, photographs
- a variety of maps – Ordnance Survey (OS) maps at 1:25000 and 1:50000 may be used for external assessment
- graphs – line, bar, scatter, pictographs and pie charts
- surveys, questionnaires

Unit 1: People and the Environment – Scotland/British Isles (Int 1)

In both topics (a) and (b) there are opportunities for relevant geographical methods and techniques to be studied and applied. A physical as well as a human dimension should be included in the chosen topic, where appropriate.

(a) Physical landscapes and land use

Physical landscapes

The following topics should be studied within the context of glaciated upland and upland limestone areas.

1 Location of landscape types:

- glaciated upland
- upland limestone

National Course Specification: course details (cont)

COURSE Geography (Intermediate 1)

2 Physical processes shaping the landscape:

- weathering – physical and chemical
- erosion, transport and deposition – water, wind and ice

3 Recognition, description and explanation of the formation of resulting landscape features:

- glaciated upland – corrie, tarn/loch, pyramidal peak, arete, U-shaped valley
- upland limestone – limestone pavements, potholes/swallow holes, caverns, stalactites, stalagmites, gorges

Land use

The following topics should be studied within the context of glaciated upland and upland limestone areas.

4 Appropriate land uses from the following list should be studied for each of the two types of upland area:

- farming
- forestry
- industry
- military
- recreation and leisure
- water

5 One example of land use conflict from each upland area, eg:

- farming/forestry
- industry/tourism
- ski-ing/conservation

6 The role of public and voluntary bodies, eg:

- country/National Parks authorities
- Scottish Natural Heritage and other environmental agencies

(b) Landscapes and tourism

The following topics should be studied within the context of glaciated upland and coastlines of erosion and deposition.

1 Location of the main scenic areas associated with the following landscapes:

- glaciated upland
- coastlines of erosion and deposition

National Course Specification: course details (cont)

COURSE Geography (Intermediate 1)

- 2 Physical processes shaping the landscapes:
 - weathering – physical and chemical
 - erosion, transport and deposition – water, wind and ice
- 3 Recognition, description and explanation of the formation of resulting landscape features:
 - glaciated upland – corrie, tarn/loch, pyramidal peak, arete, U-shaped valley
 - landscapes of coastal erosion and deposition – cliffs, caves, stacks, headlands, bays, beaches
- 4 Tourist attractions in each of the landscape types (this could be undertaken through the use of case studies) which relate to:
 - scenery and climate
 - historical and cultural features
 - amenities
- 5 At least one case study from each of the main scenic areas examining the opportunities for tourism, the impact and management of tourism (including reference to sustainable tourism*) in relation to:
 - location
 - tourist attractions and opportunities
 - pollution and landscape degradation
 - employment in tourism and related services
 - traffic and visitors
 - accommodation
 - local people
 - environmental protection and conservation

Unit 2: People and the Environment – Europe (Int 1)

In both topics (a) and (b) there are opportunities for relevant geographical methods and techniques to be studied and applied. A physical as well as a human dimension should be included in the chosen topic where appropriate.

For this topic, the area defined as Europe is that which lies west of the Ural Mountains, and north and west of the Caspian Sea and Caucasus Mountains and Black Sea (excluding the British Isles).

* Sustainable tourism: Sustainable tourism puts long term social and environmental benefit before short term economic gain

National Course Specification: course details (cont)

COURSE Geography (Intermediate 1)

(a) Environmental issues

- 1 European environments under pressure. The location and types of European landscapes under serious pressure and brief descriptions of the pressures found there. For each type of landscape, at least one named example:

- seas and coasts, eg Mediterranean, North Sea
- rivers and lakes, eg Rhine
- mountains, eg Alps, Pyrenees
- wetlands, eg Camargue, Cota Donana
- forests, eg Black Forest
- large urban concentrations, eg Randstadt
- farming, eg Netherlands

- 2 Environmental pressures on the European landscape. Four distinct sources of environmental pressure have been identified:

- pressures related to tourism and recreation – impact on coastal and mountainous areas
- pressures related to industry – atmospheric, land and water pollution
- pressures related to urban areas – settlement and communications, traffic congestion and demand for development land
- pressures on agricultural areas – pollution, change in landscape and settlement

These pressures should be illustrated through case studies of two of the landscapes with reference to:

- location
- nature and causes of pressures
- impact on the environment and people

- 3 Potential solutions to these pressures – the role of the European Union and environmental pressure groups.

(b) Population

- 1 Population distribution in Europe:

- factors influencing distribution and density – relief, climate, resources, employment opportunities
- population patterns including the urban/rural balance
- population structure showing regional differences

- 2 Population change in Europe:

- growth of population in world context
- factors affecting change, eg birth and death rates
- migration – into Europe (origins, destinations, reasons) and within Europe (origins, destinations, reasons, permanency of migration)
- implications of change

National Course Specification: course details (cont)

COURSE Geography (Intermediate 1)

- 3 Change and the resulting problems and policies in at least one urban area :
- housing – inner city renewal, gentrification, ghettoisation, fringe development
 - recreation – city and country parks, greenbelt developments, urban sport and leisure facilities
 - shopping – changes in the CBD, out of town malls, business parks/trading estates
 - transport – inner city systems, ring road developments, counter urbanisation
- 4 Change and the resulting problems and policies in at least one rural area :
- agricultural change – landscapes and land use, technological change, employment
 - home ownership issues – urbanisation of rural settlements, second homes, planning
 - transport – motorway and by-pass construction, commuting, land use development
 - urban expansion – urban sprawl, dormitory settlement, rural/urban fringe development

Unit 3: People and the Environment – Global Issues (Int 1)

In both topics (a) and (b) there are opportunities for relevant geographical methods and techniques to be studied and applied. A physical as well as a human dimension should be included in the chosen topic, where appropriate.

(a) Development and health

- 1 What is meant by ‘development’?
- definition of ‘development’
 - a selection of development indicators – social, economic and ‘combined’ (Physical Quality of Life Index)
 - use of development indicators to classify countries as Developed or Developing on a global scale
- 2 Causes of different levels of development:
- physical factors – climate, relief, resources, environment, natural disasters
 - human factors – demographic changes, urbanisation, industrialisation, trade, technology
- 3 Health and disease contrasts –
- Identification of:
- main diseases of the developed and developing world
 - main causes, effects and attempts to control diseases of the developed and developing world
- The Developing world – a detailed case study of one of the following diseases:
- malaria
 - cholera
 - kwashiorkor

National Course Specification: course details (cont)

COURSE Geography (Intermediate 1)

Physical and human factors which affect the geographical distribution, causes, attempts to control the disease and the role of international organisations and aid agencies should be studied.

The Developed world – a detailed case study of one of the following diseases:

- heart disease
- cancer
- asthma

Factors which affect the geographical distribution, causes (for example, relationships to environment and lifestyle), attempts to control the disease and the effectiveness of the methods used should be studied.

(b) Environmental hazards

1 What is meant by a ‘natural hazard’?

- definition of ‘natural’ and ‘hazard’
- description of main features of the following hazards: volcanic eruptions, earthquakes, tropical storms, droughts and floods

2 Distribution of natural hazards as defined above:

- location
- description of types of areas generally affected
- general causes of the hazard, eg earthquakes/volcanoes (simple plate tectonics), tropical storms (formation of low pressure and significance of sea temperatures), droughts (rainfall persistently below average), floods (sudden rise in river or sea levels)

3 Two case studies (to include one weather and one non-weather related hazard). Each study should include:

- underlying causes of hazard
- impact on the landscape
- impact on the population
- effectiveness of prediction and/or the role of aid agencies

ASSESSMENT

To gain the award of the course, the candidate must achieve all the component units of the course as well as the external assessment. External assessment will provide the basis for grading attainment in the course award.

When units are taken as component parts of a course, candidates will have the opportunity to demonstrate achievement beyond that required to attain each of the unit outcomes. This attainment may, where appropriate, be recorded and used to contribute towards course estimates, and to provide evidence for appeals. Additional details are provided, where appropriate, with the exemplar assessment materials. Further information on the key principles of assessment is provided in the paper *Assessment*, published by HSDU in May 1996.

National Course Specification: course details (cont)

COURSE Geography (Intermediate 1)

DETAILS OF THE INSTRUMENTS FOR EXTERNAL ASSESSMENT

External assessment will include three elements – knowledge and understanding, evaluating, and geographical methods and techniques – which relate directly to the specified outcomes within the People and Environment units.

The Intermediate 1 external assessment will be a written paper which will last for one hour and 15 minutes. The paper will include questions on the three units:

- People and the Environment – Scotland/British Isles
- People and the Environment – Europe
- People and the Environment – Global Issues

There will be six questions in this paper (one per topic area). Candidates will answer three questions, one from each unit on their chosen topic. Each question will be worth 20 marks, with the paper having a total mark of 60.

GRADE DESCRIPTIONS

The grade descriptions for course arrangement are based on the performance criteria for internal assessment of unit outcomes as detailed under the following three assessment elements. Further advice is provided in the assessment exemplars which support the course.

Knowledge and understanding

For a Grade C, the candidate will demonstrate knowledge and understanding of key terminology and ideas.

For a Grade A, the candidate will demonstrate detailed knowledge and understanding of key terminology and ideas.

Evaluating

For a Grade C, the candidate will interpret a range of geographical evidence, reach simple conclusions and offer straightforward explanations for these.

For a Grade A, the candidate will interpret a range of geographical evidence, reach simple conclusions and offer explanations for these.

Geographical methods and techniques

For a Grade C, the candidate will demonstrate an ability to use, in a simple way, straightforward geographical methods and techniques to interpret geographical phenomena.

For a Grade A, the candidate will demonstrate an ability to use straightforward geographical methods and techniques to give detailed interpretations of geographical phenomena.

National Course Specification: course details (cont)

COURSE Geography (Intermediate 1)

In achieving the course award the candidate will demonstrate:

- the ability to retain and integrate knowledge and understanding
- the ability to apply knowledge and understanding to less familiar and more complex contexts
- the ability to apply geographical methods and techniques to less familiar and more complex contexts

APPROACHES TO LEARNING AND TEACHING

Within the units the choice of topic permits a great deal of flexibility for centres to customise their delivery to the needs of the candidate group. The teaching of geographical methods and techniques may be undertaken through actual fieldwork or through simulated fieldwork in the classroom.

To meet the needs of candidates with special educational needs, it is acceptable to collect evidence in a variety of forms (eg written, oral or graphical) and make use of appropriate media.

A detailed Subject Guide will be published in association with these Arrangements.

SPECIAL NEEDS

This course specification is intended to ensure that there are no artificial barriers to learning or assessment. Special needs of individual candidates should be taken into account when planning learning experiences, selecting assessment instruments or considering alternative outcomes for units. For information on these, please refer to the SQA document *Guidance on Special Assessment and Certification Arrangements for Candidates with Special Needs/Candidates whose First Language is not English* (SQA, 1998).

SUBJECT GUIDES

A Subject Guide to accompany the Arrangements documents has been produced by the Higher Still Development Unit (HSDU) in partnership with the Scottish Consultative Council on the Curriculum (SCCC) and Scottish Further Education Unit (SFEU). The Guide provides further advice and information about:

- support materials for each course
- learning and teaching approaches in addition to the information provided in the Arrangements document
- assessment
- ensuring appropriate access for candidates with special educational needs

The Subject Guide is intended to support the information contained in the Arrangements document. The SQA Arrangements documents contain the standards against which candidates are assessed.

National Unit Specification: general information

UNIT	People and the Environment – Scotland/British Isles (Int 1)
NUMBER	D235 10
COURSE	Geography (Intermediate 1)

SUMMARY

This unit seeks to develop candidates' knowledge and understanding of physical and human environments in the context of Scotland/British Isles.

OUTCOMES

- 1 Identify and describe the main features of geographical environments.
- 2 Describe and explain the interactions in geographical environments.
- 3 Extract and process geographical information.

RECOMMENDED ENTRY

While entry is at the discretion of the centre, candidates would normally be expected to have attained a grade 5 or 6 in Geography or another social subject at Standard Grade, an Intermediate 1 course or component unit(s) in another social subject, or one or more units from Access provision in Social Subjects.

CREDIT VALUE

1 credit at Intermediate 1.

Administrative Information

Superclass:	RF
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National Unit Specification: general information (cont)

UNIT People and the Environment – Scotland/British Isles (Int 1)

CORE SKILLS

This unit gives automatic certification of the following:

Complete core skills for the unit	None	
Core skills components for the unit	Critical Thinking	Int 1
	Using Graphical Information	Int 1

Additional information about core skills is published in *Automatic Certification of Core Skills in National Qualifications* (SQA, 1999).

National Unit Specification: statement of standards

UNIT People and the Environment – Scotland/British Isles (Int 1)

Acceptable performance in this unit will be the satisfactory achievement of the standards set out in this part of the unit specification. All sections of the statement of standards are mandatory and cannot be altered without reference to the Scottish Qualifications Authority.

OUTCOME 1

Identify and describe the main features of geographical environments.

Performance criteria

- (a) The identification and description of the main feature(s) of the physical environment are accurate.
- (b) The identification and description of the main feature(s) of the human environment are accurate.

OUTCOME 2

Describe and explain the interactions in geographical environments.

Performance criteria

- (a) The description of the environmental interaction is accurate.
- (b) The straightforward explanation of the environmental interaction is valid and clear.

OUTCOME 3

Extract and process geographical information.

Performance criteria

- (a) The extraction of straightforward information is accurate.
- (b) The processing of a limited range of information is accurate.

Evidence requirements

Candidates are required to produce evidence using restricted responses (which could be written, oral or diagrammatic) which satisfy the outcomes and imply satisfaction of all the performance criteria in the unit in relation to **either** physical landscapes and land use **or** landscapes and tourism. The geographical method or technique must be appropriate to the issue. The geographical methods and techniques to be used in the extraction and processing of information are listed on page 4 of Course Content. Processing of information should result in the production of tables, graphs, charts or diagrams as appropriate. The evidence should be collected under controlled conditions (closed book), ie timed, supervised and with no access to additional resources or support.

The outcomes and performance criteria could be covered using one assessment item. Further information and advice on assessment can be found in the support notes, Subject Guide and National Assessment Bank.

National Unit Specification: support notes

UNIT People and the Environment – Scotland/British Isles (Int 1)

This part of the unit specification is offered as guidance. The support notes are not mandatory.

While the time allocated to this unit is at the discretion of the centre, the notional design length is 40 hours.

GUIDANCE ON CONTENT AND CONTEXT FOR THIS UNIT

This unit is one of three mandatory units which together make up the Course in Intermediate 1 Geography. The other two units are *People and the Environment – Europe (Int 1)* and *People and the Environment – Global Issues (Int 1)*. There is a choice of topic within each unit:

Unit 1: People and the Environment – Scotland/British Isles (Int 1)

- (a) physical landscapes and land use **or**
- (b) landscapes and tourism.

Unit 2: People and the Environment – Europe (Int 1)

- (a) environmental issues **or**
- (b) population.

Unit 3: People and the Environment – Global Issues (Int 1)

- (a) development and health **or**
- (b) environmental hazards.

In all topics there are opportunities for relevant geographical methods and techniques to be studied and applied. A physical as well as a human dimension should be included in the chosen topic, where appropriate.

All three units have the same outcomes. In order to achieve certification in the course, candidates have to attain the outcomes for all three units and to attain at least a C in the external assessment. Refer to the course specification for further details on the unit/topic content and the methods and techniques to be studied.

GUIDANCE ON LEARNING AND TEACHING APPROACHES FOR THIS UNIT

Induction and review

Candidates should receive a general overview of the objectives and content of the unit, as well as the specific criteria for achieving the unit award, possibly in the form of a checklist(s).

Candidates should be introduced to the ways of working on the unit (for example, if the use of a case study approach to the topic is chosen), the kinds of information and study skills expected from them (for example, if the unit is to be undertaken on a supported self-study format) and the kind of support they can expect from the teacher/lecturer (for example, if there are to be informal tutorials as well as formal class lessons).

National Unit Specification: support notes (cont)

UNIT People and the Environment – Scotland/British Isles (Int 1)

Learning experiences

The learning outcomes and performance criteria outline the key aspects for study in this unit. It is suggested that these are taught in an integrated way. Within the units/topics chosen there is a great deal of flexibility for centres to customise their delivery to the needs of the candidate group. It would be possible to deliver the material through the use of case studies where the subject matter, learning approach, teacher/lecturer support and assessment were differentiated. Within this unit there will be opportunities for candidates to work individually or in groups. Formal or informal group work could be used as an approach to learning where dialogue and interaction between candidates and between candidates and teacher/lecturer would be possible. The unit also encourages the use of a wide range of media and resources.

The following learning experiences are essential to the unit. Candidates should:

- make use of relevant terminology and concepts
- interpret and evaluate geographical evidence
- record systematically information derived from a variety of sources, such as maps, books, notes, graphs, audio-visual materials
- develop the skills of communicating information in written (or equivalent), map and graphical form for a variety of purposes

Opportunities for extension, remediation and consolidation should be built into the unit; how this is organised would depend on the teaching approach. The three units may be taught in any order. The learning experiences in all three reinforce each other: knowledge and understanding of the content and general concepts will be developed along with increased competence in the skills and geographical methods and techniques listed in the outcomes and course specification. The outcomes for the units are identical. Where a candidate has failed to achieve the outcomes of the first unit studied it may be worthwhile to attempt to achieve them once the second unit has been studied, as by then they will have had an opportunity to develop further the required skills. Time should in any case be allowed for remediation and resitting of internal assessments where outcomes have not been achieved.

GUIDANCE ON APPROACHES TO ASSESSMENT FOR THIS UNIT

Approaches to assessment

The pieces of work which demonstrate competence in the outcomes for each unit should also demonstrate a level of achievement equivalent to a grade C in the course. The same pieces of work may be assessed against the grade descriptions for the relevant part of the external course assessment to ascertain whether an A or a B can be recorded as a course estimate or as evidence in the case of an appeal. For details of the grade descriptions for external assessment, please refer to the course specification. Additional pieces of work can be used for continuous assessment and as practice for external assessment. These could be grouped and/or timed to develop examination skills (as in a preliminary examination). Towards the end of the course, it may be useful to allow candidates to revisit the content covered at the beginning of the year, using skills developed through experience and maturation as the year's work progressed. Advice may also be given on the organisation of revision for the external assessment. Knowledge and understanding needs to be effectively retained and skills practised with unfamiliar sources or questions.

National Unit Specification: support notes (cont)

UNIT People and the Environment – Scotland/British Isles (Int 1)

Advice on generating evidence

The evidence can be gathered towards or at the end of the unit and should reflect the requirements set out in the unit specification.

It is recommended that an holistic approach is used to devise extended tasks which allow candidates to demonstrate achievement in more than one outcome (see National Assessment Bank for examples). It would be possible to use similar instruments of assessment to those used in the external examination for the course. For internal assessment purposes, it will be necessary to identify where in the candidate's response each outcome has been met. However, the marking scheme would reflect the standard embodied in the performance criteria but would also allow the evidence to be considered as a whole. The level of attainment required for successful completion of the unit should represent satisfactory attainment of the outcomes and, by inference, satisfactory coverage of all performance criteria.

Where a candidate has failed to achieve one or more of the outcomes, a retest may be undertaken after appropriate remediation. This retest need only reassess competence in the outcomes which the candidate has failed to achieve. If the candidate remains unsuccessful in all or part of the unit, different tasks should be devised for a subsequent re-assessment.

Further information and advice on assessment will be given in the Subject Guide and National Assessment Bank.

SPECIAL NEEDS

This unit specification is intended to ensure that there are no artificial barriers to learning or assessment. Special needs of individual candidates should be taken into account when planning learning experiences, selecting assessment instruments or considering alternative outcomes for units. For information on these, please refer to the SQA document *Guidance on Special Assessment and Certification Arrangements for Candidates with Special Needs/Candidates whose First Language is not English* (SQA, 1998).

National Unit Specification: general information

UNIT	People and the Environment – Europe (Intermediate 1)
NUMBER	D236 10
COURSE	Geography (Intermediate 1)

SUMMARY

This unit seeks to develop candidates' knowledge and understanding of physical and human environments in the context of Europe.

OUTCOMES

- 1 Identify and describe the main features of geographical environments.
- 2 Describe and explain the interactions in geographical environments.
- 3 Extract and process geographical information.

RECOMMENDED ENTRY

While entry is at the discretion of the centre, candidates would normally be expected to have attained a grade 5 or 6 in Geography or another social subject at Standard Grade, an Intermediate 1 course or component unit(s) in another social subject, or one or more units from Access provision in Social Subjects.

CREDIT VALUE

1 credit at Intermediate 1.

Administrative Information

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National Unit Specification: general information (cont)

UNIT People and the Environment – Europe (Intermediate 1)

CORE SKILLS

This unit gives automatic certification of the following:

Complete core skills for the unit	None	
Core skills components for the unit	Critical Thinking	Int 1
	Using Graphical Information	Int 1

Additional information about core skills is published in *Automatic Certification of Core Skills in National Qualifications* (SQA, 1999).

National Unit Specification: statement of standards

UNIT People and the Environment – Europe (Intermediate 1)

Acceptable performance in this unit will be the satisfactory achievement of the standards set out in this part of the unit specification. All sections of the statement of standards are mandatory and cannot be altered without reference to the Scottish Qualifications Authority.

OUTCOME 1

Identify and describe the main features of geographical environments.

Performance criteria

- (a) The identification and description of the main feature(s) of the physical environment are accurate.
- (b) The identification and description of the main feature(s) of the human environment are accurate.

OUTCOME 2

Describe and explain the interactions in geographical environments.

Performance criteria

- (a) The description of the environmental interaction is accurate.
- (b) The straightforward explanation of the environmental interaction is valid and clear.

OUTCOME 3

Extract and process geographical information.

Performance criteria

- (a) The extraction of straightforward information is accurate.
- (b) The processing of a limited range of information is accurate.

Evidence requirements

Candidates are required to produce evidence using restricted responses (which could be written, oral or diagrammatic) which satisfy all the outcomes and imply satisfaction of all the performance criteria in the unit in relation to **either** environmental issues **or** population. The geographical method or technique must be appropriate to the issue. The geographical methods and techniques to be used in the extraction and processing of information are listed on page 4 of Course Content. Processing of information should result in the production of tables, graphs, charts or diagrams as appropriate. The evidence should be collected under controlled conditions (closed book), ie. timed, supervised and with no access to additional resources or support.

The learning outcomes and performance criteria could be covered using one assessment item. Further information and advice on assessment can be found in the support notes, Subject Guide and National Assessment Bank.

National Unit Specification: support notes

UNIT People and the Environment – Europe (Intermediate 1)

This part of the unit specification is offered as guidance. The support notes are not mandatory.

While the time allocated to this unit is at the discretion of the centre, the notional design length is 40 hours.

GUIDANCE ON CONTENT AND CONTEXT FOR THIS UNIT

This unit is one of three mandatory units which together make up the Course in Intermediate 1 Geography. The other two units are *People and the Environment – Scotland/British Isles (Int 1)* and *People and the Environment – Global Issues (Int 1)*. There is a choice of topic within each unit:

Unit 1: People and the Environment – Scotland/British Isles (Int 1)

- (a) physical landscapes and land use **or**
- (b) landscapes and tourism.

Unit 2: People and the Environment – Europe (Int 1)

- (a) environmental issues **or**
- (b) population.

Unit 3: People and the Environment – Global Issues (Int 1)

- (a) development and health **or**
- (b) environmental hazards.

In all topics there are opportunities for relevant geographical methods and techniques to be studied and applied. A physical as well as a human dimension should be included in the chosen topic where appropriate.

All three units have the same outcomes. In order to achieve certification in the course, candidates have to attain the outcomes for all three units and to attain at least a C in the external assessment. Refer to the course specification for further details on the unit/topic content and the methods and techniques to be studied.

GUIDANCE ON LEARNING AND TEACHING APPROACHES FOR THIS UNIT

Induction and review

Candidates should receive a general overview of the objectives and content of the unit, as well as the specific criteria for achieving the unit award, possibly in the form of a checklist(s).

Candidates should be introduced to the ways of working on the unit (for example, if the use of a case study approach to the topic is chosen), the kinds of information and study skills expected from them (for example, if the unit is to be undertaken on a supported self-study format) and the kind of support they can expect from the teacher/lecturer (for example, if there are to be informal tutorials as well as formal class lessons).

National Unit Specification: support notes (cont)

UNIT People and the Environment – Europe (Intermediate 1)

Learning experiences

The learning outcomes and performance criteria outline the key aspects for study in this unit. It is suggested that these are taught in an integrated way. Within the units/topics chosen there is a great deal of flexibility for centres to customise their delivery to the needs of the candidate group. It would be possible to deliver the material through the use of case studies where the subject matter, learning approach, teacher/lecturer support and assessment were differentiated. Within this unit there will be opportunities for candidates to work individually or in groups. Formal or informal group work could be used as an approach to learning where dialogue and interaction between learners and between learners and teacher/lecturer would be possible. The unit also encourages the use of a wide range of media and resources.

The following learning experiences are essential to the unit. Candidates should:

- make use of relevant terminology and concepts
- interpret and evaluate geographical evidence
- record systematically information derived from a variety of sources, such as maps, books, notes, graphs, audio-visual materials
- develop the skills of communicating information in written (or equivalent), map and graphical form for a variety of purposes

Opportunities for extension, remediation and consolidation should be built into the unit; how this is organised would depend on the teaching approach.

The three units may be taught in any order. The learning experiences in all three reinforce each other: knowledge and understanding of the content and general concepts will be developed along with increased competence in the skills and geographical methods and techniques listed in the outcomes and course specification. The outcomes for the units are identical. Where a candidate has failed to achieve the outcomes of the first unit studied it may be worthwhile to attempt to achieve them once the second unit has been studied, as by then they will have had an opportunity to develop further the required skills. Time should in any case be allowed for remediation and resitting of internal assessments where outcomes have not been achieved.

GUIDANCE ON APPROACHES TO ASSESSMENT FOR THIS UNIT

Approaches to assessment

The pieces of work which demonstrate competence in the outcomes for each unit should also demonstrate a level of achievement equivalent to a grade C in the course. The same pieces of work may be assessed against the grade descriptions for the relevant part of the external course assessment to ascertain whether an A or a B can be recorded as a course estimate or as evidence in the case of an appeal. For details of the grade descriptions for external assessment, please refer to the course specification.

National Unit Specification: support notes (cont)

UNIT People and the Environment – Europe (Intermediate 1)

Additional pieces of work can be used for continuous assessment and as practice for external assessment. These could be grouped and/or timed to develop examination skills (as in a preliminary examination). Towards the end of the course, it may be useful to allow candidates to revisit the content covered at the beginning of the year, using skills developed through experience and maturation as the year's work progressed. Advice may also be given on the organisation of revision for the external assessment. Knowledge and understanding needs to be effectively retained and skills practised with unfamiliar sources or questions.

Advice on generating evidence

The evidence can be gathered towards or at the end of the unit and should reflect the requirements set out in the unit specification.

It is recommended that an holistic approach is used to devise extended tasks which allow candidates to demonstrate achievement in more than one outcome (see National Assessment Bank for examples). It would be possible to use similar instruments of assessment to those used in the external examination for the course. For internal assessment purposes, it will be necessary to identify where in the candidate's response each outcome has been met. However, the marking scheme would reflect the standard embodied in the performance criteria but would also allow the evidence to be considered as a whole. The level of attainment required for successful completion of the unit should represent satisfactory attainment of the outcomes and, by inference, satisfactory coverage of all performance criteria.

Where a candidate has failed to achieve one or more of the outcomes, a retest may be undertaken after appropriate remediation. This retest need only reassess competence in the outcomes which the candidate has failed to achieve. If the candidate remains unsuccessful in all or part of the unit, different tasks should be devised for a subsequent reassessment.

Further information and advice on assessment will be given in the Subject Guide and National Assessment Bank.

SPECIAL NEEDS

This unit specification is intended to ensure that there are no artificial barriers to learning or assessment. Special needs of individual candidates should be taken into account when planning learning experiences, selecting assessment instruments or considering alternative outcomes for units. For information on these, please refer to the SQA document *Guidance on Special Assessment and Certification Arrangements for Candidates with Special Needs/Candidates whose First Language is not English* (SQA, 1998).

National Unit Specification: general information

UNIT	People and the Environment – Global Issues (Intermediate 1)
NUMBER	D237 10
COURSE	Geography (Intermediate 1)

SUMMARY

This unit seeks to develop candidates' knowledge and understanding of the main aspects of physical and human environments in the context of global issues.

OUTCOMES

- 1 Identify and describe the main features of geographical environments.
- 2 Describe and explain the interactions in geographical environments.
- 3 Extract and process geographical information.

RECOMMENDED ENTRY

While entry is at the discretion of the centre, candidates would normally be expected to have attained a grade 5 or 6 in Geography or another social subject at Standard Grade, an Intermediate 1 course or component unit(s) in another social subject, or one or more units from Access provision in Social Subjects.

CREDIT VALUE

1 credit at Intermediate 1.

Administrative Information

Superclass:	RF
Publication date:	November 1999
Source:	Scottish Qualifications Authority
Version:	03

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National Unit Specification: general information (cont)

UNIT People and the Environment – Global Issues (Intermediate 1)

CORE SKILLS

This unit gives automatic certification of the following:

Complete core skills for the unit	None	
Core skills components for the unit	Critical Thinking	Int1
	Using Graphical Information	Int 1

Additional information about core skills is published in *Automatic Certification of Core Skills in National Qualifications* (SQA, 1999).

National Unit Specification: statement of standards

UNIT People and the Environment – Global Issues (Intermediate 1)

Acceptable performance in this unit will be the satisfactory achievement of the standards set out in this part of the unit specification. All sections of the statement of standards are mandatory and cannot be altered without reference to the Scottish Qualifications Authority.

OUTCOME 1

Identify and describe the main features of geographical environments.

Performance criteria

- (a) The identification and description of the main feature(s) of the physical environment are accurate.
- (b) The identification and description of the main feature(s) of the human environment are accurate.

OUTCOME 2

Describe and explain the interactions in geographical environments.

Performance criteria

- (a) The description of the environmental interaction is accurate.
- (b) The straightforward explanation of the environmental interaction is valid and clear.

OUTCOME 3

Extract and process geographical information.

Performance criteria

- (a) The extraction of straightforward information is accurate.
- (b) The processing of a limited range of information is accurate.

Evidence requirements

Candidates are required to produce evidence using restricted responses (which could be written, oral or diagrammatic) which satisfy all the outcomes and imply satisfaction of all the performance criteria in the unit in relation to **either** development and health **or** environmental hazards. The geographical method or technique must be appropriate to the issue. The geographical methods and techniques to be used in the extraction and processing of information are listed on page 4 of Course Content. Processing of information should result in the production of tables, graphs, charts or diagrams as appropriate. The evidence should be collected under controlled conditions (closed book), ie timed, supervised and with no access to additional resources or support.

The learning outcomes and performance criteria could be covered using one assessment item. Further information and advice on assessment can be found in the support notes, Subject Guide and National Assessment Bank.

National Unit Specification: support notes

UNIT People and the Environment – Global Issues (Intermediate 1)

This part of the unit specification is offered as guidance. The support notes are not mandatory.

While the time allocated to this unit is at the discretion of the centre, the notional design length is 40 hours.

GUIDANCE ON CONTENT AND CONTEXT FOR THIS UNIT

This unit is one of three mandatory units which together make up the Course in Intermediate 1 Geography. The other two units are *People and the Environment – Scotland/British Isles (Int 1)* and *People and the Environment – Europe (Int 1)*. There is a choice of topic within each unit:

Unit 1: People and the Environment – Scotland/British Isles (Int 1)

- (a) physical landscapes and land use **or**
- (b) landscapes and tourism.

Unit 2: People and the Environment – Europe (Int 1)

- (a) environmental issues **or**
- (b) population.

Unit 3: People and the Environment – Global Issues (Int 1)

- (a) development and health **or**
- (b) environmental hazards.

In all topics there are opportunities for relevant geographical methods and techniques to be studied and applied. A physical as well as a human dimension should be included in the chosen topic where appropriate.

All three units have the same outcomes. In order to achieve certification in the course, candidates have to attain the outcomes for all three units and to attain at least a C in the external assessment. Refer to the course specification for further details on the unit/topic content and the methods and techniques to be studied.

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National Unit Specification: support notes (cont)

UNIT People and the Environment – Global Issues (Intermediate 1)

Learning experiences

Within the units/topics chosen there is a great deal of flexibility for centres to customise their delivery to the needs of the candidate group. It would be possible to deliver the material through the use of case studies where the subject matter, learning approach, teacher/lecturer support and assessment were differentiated. Formal or informal group work could be used as an approach to learning where dialogue and interaction between learners and between learners and teacher/lecturer would be possible.

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National Unit Specification: support notes (cont)

UNIT People and the Environment – Global Issues (Intermediate 1)

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