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## Geography: Physical Environments (Higher) Unit

**SCQF:** level 6 (6 SCQF credit points)

**Unit code:** H27G 76

### Unit outline

The general aim of this Unit is to develop learner's geographical skills in a range of physical environment contexts. Learners will develop and apply knowledge and understanding of the processes and interactions at work within physical environments on a local, regional and global scale.

Learners who complete this Unit will be able to:

- 1 Use a range of mapping skills and techniques in physical environment contexts
- 2 Draw on and apply knowledge and understanding of the processes and interactions at work within physical environments on a local, regional or global scale

This Unit is a mandatory Unit of the Higher Geography 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 *Unit Assessment Support*.

The Course Assessment Specification for the Higher Geography Course gives further mandatory information on Course coverage for learners taking this Unit as part of the Higher Geography 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:

- ◆ Geography (National 5) Course or relevant component Units
- ◆ Environmental Science (National 5) Course

## **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 Use a range of mapping skills and techniques in physical environment contexts by:**
  - 1.1 Interpreting complex geographical information from at least two sources; one source must be a map and the other source must relate to the area shown on the map
  - 1.2 Annotating a geographical resource using a map
  - 1.3 Presenting complex geographical information using a map or a map based diagram

If Units are taken as a part of a Course, then the evidence for 'mapping skills', 'research skills' and 'skills in the use of graphical and numerical information' may be presented in the context of any of the three Units of the Course.

### Outcome 2

The learner will:

- 2 Draw on and apply knowledge and understanding of the processes and interactions at work within physical environments on a local, regional or global scale by:**
  - 2.1 Explaining, in detail, a process/interaction at work in a physical environment
  - 2.2 Explaining, in detail, the impact of weather/climate on a physical environment
  - 2.3 Explaining, in detail, a complex issue in a physical environment

## 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 is required to show that the learner has met the Outcomes and Assessment Standards.

A range of maps may be used in this Unit including Ordnance Survey maps where appropriate.

Where 'mapping skills' are being assessed in the context of this Unit suitable maps include:

- ◆ Ordnance Survey map
- ◆ weather/climate map
- ◆ information from GIS
- ◆ atlas
- ◆ thematic map

- ◆ topographic map
- ◆ street map
- ◆ political map
- ◆ topological map, etc, as appropriate to the topic being assessed

This may be supplemented by other geographical information such as:

- ◆ aerial photograph
- ◆ climate graph
- ◆ cross section
- ◆ diagram
- ◆ graph
- ◆ sketch
- ◆ transect, etc

If this Unit is taken as part of a Course, the alternative geographical skills and techniques which may be used to generate evidence of successful achievement of the Outcomes of the Unit are:

- ◆ research skills, which should include the use of fieldwork where possible
- ◆ skills in the use of numerical and graphical information

Assessment evidence can be drawn from a variety of activities and presented in a variety of formats, including, for example, presentations, posters, brief written responses to questions and participation in group tasks. All of the evidence does not need to be from the one activity, but can be assembled from a variety of tasks and assessments carried out during the duration of the Course.

Evidence may be presented for individual Outcomes or gathered for the Unit, Units or Course as a whole by combining assessment holistically.

Exemplification of assessment will be provided in *Unit Assessment Support*. 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**

1.1 Reading

## **2 Numeracy**

2.3 Information handling

## **4 Employability, enterprise and citizenship**

4.6 Citizenship

## **5 Thinking skills**

5.3 Applying

5.4 Analysing and evaluating

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

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**Published:** August 2015 (version 2.1)

**Superclass:** RF

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## History of changes to National Unit Specification

Version	Description of change	Authorised by	Date
1.1	Assessment Standards amended to provide open and flexible opportunities for assessment.	Qualifications Development Manager	April 2014
2.0	Assessment Standard 1.4 removed.  All remaining Assessment Standards amended to provide clarity and reduce the amount of assessment evidence required.	Qualifications Manager	April 2015
2.1	Amendments to Assessment Standards 1.1 and 1.2 to provide clarity.	Qualifications Manager	August 2015

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Note: readers are advised to check SQA's website: [www.sqa.org.uk](http://www.sqa.org.uk) to ensure they are using the most up-to-date version of the Unit Specification.

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