



Geography: Human Environments (National 4)

SCQF: level 4 (6 SCQF credit points)

Unit code: H27H 74

Unit outline

The general aim of this Unit is to develop the learner's geographical skills and techniques in the context of human environments. Learners will draw on knowledge and understanding of various aspects of the human environment through the study of developed and developing countries drawn from a global context.

Learners who complete this Unit will be able to:

- 1 Use a limited range of research skills applied to developed and developing countries
- 2 Draw on straightforward knowledge and understanding of human environments in developed and developing countries

This Unit is a mandatory Unit of the National 4 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 the *Unit Assessment Support*.

The Added Value Unit Specification for the National 4 Geography Course gives further mandatory information on Course coverage for learners taking this Unit as part of the National 4 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:

- ◆ National 3 Geography Course or relevant component Units

In terms of prior learning and experience, relevant experiences and outcomes may also provide an appropriate basis for doing this Unit.

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 limited range of research skills applied to developed and developing countries by:

- 1.1 Collecting straightforward geographical information effectively in two ways
- 1.2 Interpreting geographical information from two sources in order to make straightforward comparisons

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 straightforward knowledge and understanding of human environments in developed and developing countries by:

- 2.1 Briefly describing a straightforward human development issue in a developed and a developing country
- 2.2 Briefly explaining the factors influencing population distribution and change in developed or developing countries
- 2.3 Briefly explaining land use change in an urban area and a rural area in a developed or a developing country

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.

Where research skills are being assessed in the context of this Unit, a range of research skills may be used in Outcome 1, to collect information, such as the use of: fieldwork, field sketches, photographs, maps, graphs, secondary data, internet, questionnaires and field work surveys.

A limited range of human development issues should be studied which demonstrate a contrast between a developed and a developing country. However, learners need only demonstrate achievement of Assessment Standards in one context. Issues may be chosen from a range of social and human environment issues.

If this Unit is taken as part of a Course, mapping skills may be used instead of research skills to generate evidence of successful achievement of the Outcome.

Assessment evidence can be drawn from a variety of activities and presented in a variety of formats, including, for example, presentations, posters, 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 is provided in the *Unit Assessment Support*. Advice and guidance on possible approaches to assessment is provided in the *Unit Support Notes*.

Assessment standard thresholds

If a candidate successfully meets the requirements of the specified number of Assessment Standards they will be judged to have passed the Unit overall and no further re-assessment will be required.

The specific requirements for this Unit is as follows:

- ◆ Assessment Standards 1.1, 1.2, 2.2 and 2.3. must be achieved.
- ◆ To ensure that Outcome 2 can be achieved, both a developed and a developing country must be covered across the Assessment Standards, ie if a developed country is covered in Assessment Standard 2.2 then the evidence for Assessment Standard 2.3 must refer to a developing country and vice-versa.

It should be noted that there will still be the requirement for candidates to be given the opportunity to meet all Assessment Standards. The above threshold has been put in place to reduce the volume of re-assessment where that is required.

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

5.2 Understanding

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

Published: September 2018 (version 2.2)

Superclass: RF

History of changes to National Unit Specification

Version	Description of change	Authorised by	Date
1.1	Minor change made to Assessment Standard 1.2	Qualifications Development Manager	June 2013
2.0	Assessment Standards 2.2 and 2.3 amended to provide clarity and reduce the amount of assessment evidence required. Insertion of: '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.'	Qualifications Manager	April 2015
2.1	Minor re-wording of Assessment Standard 1.2 to improve clarity	Qualifications Manager	August 2015
2.2	Assessment standard thresholds added.	Qualifications Manager	Sep 2018

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