

# Draft National Unit Specification



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**Unit title:** Geographical Issues (Advanced Higher)

**SCQF:** level 7 (8 SCQF credit points)

**Unit code:** to be advised

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## Unit outline

The general aim of this Unit is to develop critical thinking and the ability to evaluate viewpoints using evidence from a range of sources on complex, current geographical issues.

Learners who complete this Unit will:

- 1 Critically evaluate viewpoints using evidence from a wide range of sources relating to complex, current geographical issues

This Unit is a mandatory Unit of the Advanced 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 the *National Assessment Resource*.

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

- ◆ Higher Geography Course or relevant component Units
- ◆ Higher Environmental Science Course or relevant component Units

## 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 Critically evaluate viewpoints using evidence from a wide range of sources relating to complex, current geographical issues by:**
  - 1.1 Describing the context of a complex geographical issue
  - 1.2 Objectively describing and explaining a range of viewpoints on a complex geographical issue
  - 1.3 Evaluating a range of viewpoints, using evidence, to assess the degree of credibility and balance
  - 1.4 Reaching a reasoned conclusion about a complex geographical issue

### 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 candidate has met the Outcomes and Assessment Standards.

Candidates are required to produce a critical evaluation about a complex geographical issue. The critical evaluation will be based on sources containing differing viewpoints about a particular geographical issue. The viewpoints do not need to be radically different from each other or even necessarily opposed, but they should provide sufficient variation for candidates to write a critical evaluation.

In the assessment of the Unit, candidates are provided with sources containing viewpoints and evidence about a relevant and complex geographical issue. The Outcomes of the Unit focus clearly on the ability of candidates to describe and critically evaluate these viewpoints. This, more than the candidates' own opinions about the issue, is the key element of the critical evaluation.

Evidence may be presented for individual Assessment Standards or gathered for the Unit as a whole by combining assessment holistically.

Exemplification of assessment is provided in the *National Assessment Resource*. 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
- 1.2 Writing

## 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 as 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:** October 2012 (draft version 1.0)

**Superclass:** to be advised

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### History of changes

Version	Description of change	Authorised by	Date

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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.