

Draft National Unit Specification



Unit title: Geography: Global Issues (Higher)

SCQF: level 6 (6 SCQF credit points)

Unit code: to be advised

Unit outline

The general aim of this Unit is to develop learner's geographical skills in the context of a range of global geographic issues. Learners will develop and apply knowledge and understanding of significant geographic global issues.

Learners who complete this Unit will be able to:

- 1 Use a wide range of graphical and numerical skills and techniques in the context of global geographic issues
- 2 Draw on and apply their knowledge and understanding of significant global issues and their management

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 provides 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 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 wide range of graphical and numerical skills and techniques in the context of global geographic issues by:**
 - 1.1 Interpreting a wide range of numerical and graphical information, most of which is complex
 - 1.2 Analysing information from a range of sources of numerical and graphical information, most of which is complex
 - 1.3 Reaching conclusions about a global geographic issue

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 their knowledge and understanding of significant global issues and their management by:**
 - 2.1 Giving detailed descriptions and explanations of the interaction of physical and human factors in the context of a global geographic issue
 - 2.2 Giving detailed descriptions and explanations of the strategies adopted in the management of a global geographic 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.

If the Unit is being taken as part of the Higher Geography Course, centres may wish to generate evidence in a way which prepares learners for the Course Assessment. Evidence can be drawn from a variety of sources and presented in a variety of formats, including detailed written responses to questions, participation in group tasks, presenting information to other groups, and various digital presentations. 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 in one single activity.

Geographic skills and techniques which may be used to generate evidence of successful achievement of the Outcomes of the Unit are:

- ◆ mapping skills, including the use of Ordnance Survey maps

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

If 'graphical and numeric skills' are being assessed in the context of this Unit; a variety of graphical and numerical skills may be used to demonstrate achievement of Outcome 1, including: line, bar and scatter graphs, pie charts and histograms, climate graphs, hydrographs, river flow data, population data etc.

Exemplification of assessment will be 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

(Note: The information given below reflects the initial thinking on significant opportunities for development of skills for learning, skills for life and skills for work. These may be subject to change as the development process progresses)

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

Published: November 2011 (draft version 1.0)

Superclass: to be advised

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 to ensure they are using the most up-to-date version of the Unit Specification.