

Draft National Unit Specification



Unit title: Geography: Physical Environments (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 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 wide range of mapping skills and techniques in physical environment contexts
- 2 Draw on and apply their 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 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 mapping skills and techniques in physical environment contexts by:

- 1.1 Identifying key features from complex sources of geographical information
- 1.2 Interpreting geographical information from at least two sources of information, most of which is complex
- 1.3 Labelling geographical sources
- 1.4 Constructing geographical information
- 1.5 Analysing geographical information, most of which is complex

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 the processes and interactions at work within physical environments on a local, regional or global scale by:

- 2.1 Giving detailed descriptions and explanations of the location and the process of formation of key landscape types
- 2.2 Giving detailed descriptions and explanations of the management of the landscape
- 2.3 Giving detailed descriptions and explanations of weather systems and climate

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 the use of fieldwork
- ◆ skills in the use of numerical and graphical information

If 'mapping skills' are being assessed in the context of this Unit; a variety of sources of geographical information may be used in Outcome 1; one of which must be an Ordnance Survey map. Other sources of information which may be used to demonstrate achievement of Outcome 1 are: climate maps, information from GIS, aerial photographs, climate graphs, cross sections, transects, diagrams, graphs, sketches 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



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Superclass: to be advised

History of changes

Version	Description of change	Authorised by	Date

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