

National Added Value Unit Specification



Unit title: Geography Assignment (National 4)

SCQF: level 4 (6 SCQF credit points)

Unit code: to be advised

Unit outline

This is the Added Value Unit in the Geography (National 4) Course. The general aim of this Unit is to enable the learner to provide evidence of added value for the Geography (National 4) Course through the successful completion of a Geography Assignment which will allow the learner to demonstrate challenge and application.

Learners who complete this Unit will be able to:

- 1 Research a geographic topic or issue, apply geographic skills and techniques and use information relating to their findings

This Unit is a mandatory Unit of the Geography (National 4) Course and is also available as a free-standing Unit. The Unit Specification should be read in conjunction with the *Course Support Notes* which provide advice and guidance on delivery and assessment approaches. Exemplification of the assessment in this Unit is given in the *National Assessment Resource*.

Recommended entry

Entry to this Unit is at the discretion of centre. It is recommended that the learner should be in the process of completing, or have completed, the following Units in the Geography (National 4) Course:

- ◆ Geography: Physical Environments (National 4)
- ◆ Geography: Human Environments (National 4)
- ◆ Geography: Global Issues (National 4)

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 *Course Support Notes*.

Standards

Outcomes and assessment standards

Outcome 1

The learner will:

- 1 Research a geographic topic or issue, apply geographic skills and use information relating to their findings by:**
 - 1.1 Choosing, with support, a geographic topic or issue for study
 - 1.2 Applying, with support, basic geographic skills, which may include the use of fieldwork and/or mapping skills relevant to the issue or topic
 - 1.3 Collecting and organising straightforward geographic information from at least two sources of information relevant to the topic or issue
 - 1.4 Using a limited range of straightforward information on the topic or issue
 - 1.5 Presenting their findings showing evidence of the geographical skills they have used and straightforward knowledge and understanding of the topic or issue studied.

Evidence Requirements for the Unit

The Geography Assignment is assessed internally by the teacher/lecturer.

Evidence for this Unit will be generated through an assignment in which the learner will draw on the skills, knowledge and understanding they have learned during the Course. This will be assessed by a series of activities in which learners will research a topic or issue drawn from the Course and communicate their findings.

The assignment will be sufficiently open and flexible to allow for personalisation and choice. It will assess learners' skills, knowledge and understanding in relation to a topic or issue drawn from *Physical Environments*, *Human Environments* or *Global Issues* contexts.

- ◆ All learners should be provided with a clear outline of the assessment, including when and how they will be assessed. The teacher/lecturer should offer the learner guidance on an appropriate choice of topic, including questions/tasks/prompts which will lead learners through the assignment in clear stages. This should involve advice on possible headings or other advice which assists the learner to describe and explain the key features of their topic, including advice which assists the learner to demonstrate their geographic skills.
- ◆ While the learner should choose the topic to be researched, it would be reasonable for the choice the learner makes to be one where the teacher/lecturer has some expertise and has resources available to enable the learner to successfully meet the Assessment Standards. The teacher/lecturer may provide guidance to learners on issues or topics for study which will allow optimum use of the local environment. The assignment should be carried out under supervised, open book conditions.
- ◆ Teacher/lecturer guidance will be required to direct candidates to appropriate source materials. These can be primary and/or secondary. The teacher/lecturer will provide guidance on the application of geographic skills and relevant sources of information. At

least two relevant sources of information must be used. The teacher/lecturer should advise on ways to make the best use of sources of information. Learners should record the sources they have used.

- ◆ Learners can present their findings in a variety of ways, eg a talk followed by questions (a record must be kept by the teacher) or using digital media (for example, PowerPoint/Keynote/Prezi). Note that these are illustrative examples of digital media and do not constitute a closed list. A learning log or journal, which may be in electronic form, can be used, as can a written 'write up'. Field sketches, maps, photographs are examples of ways in which information may be recorded. In assessing the learner's presentation, care should be taken to avoid over crediting such factors as IT skills, oral, written or graphical communication skills, as opposed to Geography skills, knowledge and understanding.
- ◆ The assignment need not be seen as an end-of-Course activity. It can be prepared for, carried out and assessed at any point within the Geography (National 4) Course. Learners should be given sufficient time to generate the required evidence to meet the assessment standards.
- ◆ The notional 40 hours for the assignment is intended to encompass the total learning and teaching activities to develop the skills, knowledge and understanding required to meet the assessment standards and the final assessment activity. Time should be allocated within Course planning for the learner to decide on a topic or issue, collect and organise sources of evidence, take notes on the key features of the topic or issue and use the information. As a notional guide, 20% of the overall time allocated to the Unit (ie 8 hours) should be taken as the upper limit of the volume of preparation and assessment time.
- ◆ Throughout the research phase of the assignment, learners should record or retain a copy of the information collected. This may be in the form of an annotated map, a fieldwork sketch, a traffic survey, a print-out of a web page, a recording of an interview carried out, or a written summary of a newspaper article. It is good practice that this information is dated and the source is referenced.

Further information is provided in the exemplification of assessment in the *National Assessment Resource*. Advice and guidance on possible approaches to assessment is provided in the *Course Support Notes*.

Development of skills for learning, skills for life and skills for work

Please refer to the Course Specification for information about skills for learning, skills for life and skills for work.

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Further mandatory information on Course coverage for the Geography (National 4) Course

The following gives details of mandatory skills, knowledge and understanding for the Geography (National 4) Course. Assessment of this Added Value Unit will involve selecting appropriate skills, knowledge and understanding from those listed below, in line with the Evidence Requirements above. This list of skills, knowledge and understanding also provides the basis for the assessment of all the Units in the Course:

- ◆ Develop and apply basic knowledge and understanding and a few geographic skills in straightforward contexts drawn from physical environments, human environments and global issues
- ◆ Research and use straightforward information collected from a limited range of sources about geographical issues which are familiar
- ◆ Use basic mapping skills, including the use of Ordnance Survey maps and basic research skills, including fieldwork skills, in straightforward contexts
- ◆ Interpret and evaluate information from a limited number of straightforward sources, including maps, in familiar contexts
- ◆ Use straightforward numerical and graphical information in straightforward and familiar contexts
- ◆ Demonstrate a basic knowledge and understanding of the physical environment of Scotland and/or the United Kingdom by describing information which is mainly factual and giving straightforward explanations. This should be carried out through the study of land management issues, weather, and a limited range of landscape types
- ◆ Demonstrate a basic knowledge and understanding of the human environment in a global context by describing information which is mainly factual, through the comparative study of developed and developing countries and give straightforward explanations
- ◆ Demonstrate a basic knowledge and understanding of selected global issues by describing information

Administrative information



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Superclass: to be advised

History of changes

Version	Description of change	Authorised by	Date

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