

# Draft National Unit Specification



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**Unit title:** Geography: Global Issues (National 4)

**SCQF:** level 4 (6 SCQF credit points)

**Unit code:** to be advised

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## Unit outline

The general aim of this Unit is to develop the learner's geographical skills and techniques in the use of numerical and graphical information in the context of global issues. Learners will draw on their knowledge and understanding of significant global geographical issues and strategies used in their management.

Learners who complete this Unit will be able to:

- 1 Use basic numerical and graphical information in the context of a global geographical issue
- 2 Draw on their basic knowledge and understanding of a significant global geographical issue

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

- ◆ Access 3 Geography Course or relevant component Units
- ◆ Literacy (SCQF level 3)
- ◆ Numeracy (SCQF level 3)

In terms of prior learning and experience, relevant experiences and outcomes may also provide an appropriate basis for doing this Unit. Further information on relevant experiences and outcomes will be given in the *Unit Support Notes*.

## **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*.

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# Standards

## Outcomes and assessment standards

### Outcome 1

The learner will:

- 1 Use basic numerical and graphical information in the context of a global geographical issue by:**
  - 1.1 Extracting basic, relevant numerical and graphical information from at least two sources of information in the context of a global geographical issue
  - 1.2 Interpreting basic numerical and graphical information to reach straightforward conclusions
  - 1.3 Presenting basic information using at least one form of numerical and graphical representation

### Outcome 2

The learner will:

- 2 Draw on their basic knowledge and understanding of a significant global geographical issue by:**
  - 2.1 Outlining the main features of a significant global geographical issue
  - 2.2 Giving brief explanations of the causes of the global geographical issue
  - 2.3 Giving brief descriptions and explanations of the effects of a global geographical issue on people and the environment
  - 2.4 Giving brief descriptions and explanations of the strategies adopted to manage a significant global 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 can be drawn from a variety of sources and presented in a variety of formats, including simple written responses to questions, participation in group tasks, presenting information to other groups, and simple 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.

Learners need only be assessed in one context in order to demonstrate achievement of the assessment standards. Good teaching and learning will provide appropriate depth and breadth through the study of at least two global issues.

Topics for study may be chosen from global geographical/environmental issues such as:

- ◆ climate change
- ◆ the impact of human activity on the natural environment
- ◆ environmental hazards
- ◆ trade and globalisation
- ◆ tourism
- ◆ development and health

A range of sources of numerical and graphical information may be used in this Unit such as maps, diagrams, statistical tables, graphs and charts.

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**

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
- 1.3 Listening and talking

### **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

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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.