

# Draft National Unit Specification



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**Unit title:** Geography: Physical Environments (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 context of physical environments. Learners will draw on their knowledge and understanding of various aspects of the physical environment through the study of a variety of landscape types in the United Kingdom.

Learners who complete this Unit will be able to:

- 1 Use a range of basic mapping skills in geographical contexts in the United Kingdom
- 2 Draw on their basic knowledge and understanding of physical environments and weather in the United Kingdom

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 a range of basic mapping skills in geographical contexts in the United Kingdom by:**

- 1.1 Interpreting basic geographical information from at least two sources in order to be able to identify and briefly explain any patterns which are found
- 1.2 Presenting basic geographical information effectively in at least two ways

If Units are being taken as part of a Course, then the evidence for 'mapping skills' and 'research skills' Outcomes may be presented in the context of *Physical Environment* or *Human Environment* Units.

### Outcome 2

The learner will:

**2 Draw on their basic knowledge and understanding of physical environments and weather in the United Kingdom by:**

- 2.1 Outlining the main features of two landscape types in the United Kingdom
- 2.2 Giving brief descriptions and explanations of the formation of two landscape types in the United Kingdom
- 2.3 Giving brief descriptions and explanations of the possible land uses of two landscape types in the United Kingdom
- 2.4 Giving brief descriptions and explanations of the management of land use conflict
- 2.5 Giving brief descriptions and explanations of factors affecting local weather conditions and weather systems in the United Kingdom

## 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 learner has met the Outcomes and Assessment Standards.

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.

The landscape types studied can be chosen from:

- ◆ glaciated upland
- ◆ upland limestone
- ◆ coastlines of erosion and deposition
- ◆ rivers and their valleys

A range of mapping skills may be developed in this Unit such as: location; direction; scale; relief patterns; identification of landforms and physical characteristics; land use; and weather.

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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**Published:** August 2011 (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.