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National Unit Specification

Unit title: Geography: Global Issues (National 5)

SCQF: level 5 (6 SCQF credit points)

Unit code: to be advised

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 upon their knowledge and understanding of significant global geographical issues and the strategies used in their management.

Learners who complete this Unit will be able to:

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

This Unit is a mandatory Unit of the Geography (National 5) 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*.

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 4) Course or relevant component Units
- Relevant qualifications in Social Subjects or Science at SCQF level 4 or 5
- Literacy (SCQF level 4)
- Numeracy (SCQF level 4)

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*.

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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 straightforward numerical and graphical information in the context of a global geographical issue by:

1.1 Extracting straightforward relevant numerical and graphical information from at least two sources of information in the context of a global geographical issue
1.2 Interpreting straightforward numerical and graphical information to reach and explain straightforward conclusions
1.3 Presenting straightforward information using at least one form of numerical and graphical representation

Outcome 2

The learner will:

2 Draw on their straightforward knowledge and understanding of a significant global geographical issue by:

2.1 Describing, in detail, the main features of a significant global geographical issue
2.2 Explaining, in detail, the causes of this global geographical issue
2.3 Giving detailed descriptions and explanations of the effects of a global geographical issue on people and the environment
2.4 Giving detailed descriptions and explanations of the strategies adopted to manage this 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 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 written responses to questions, participation in group tasks, presenting information to other groups, and 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 Unit or 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 only need to 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.

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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*.

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

It is expected that learners will also develop broad, generic skills through this Unit. The skills that are likely to be appropriate for this 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.*

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Administrative information

Published: August 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.

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