

# Draft National Unit Specification



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**Unit title:** Geography: Human Environments (National 5)

**SCQF:** level 5 (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 human environments. Learners will draw upon their knowledge and understanding of various aspects of the human environment through the comparative study of developed and developing countries drawn from a global context.

Learners who complete this Unit will be able to:

- 1 Use a range of straightforward research skills applied to developed and developing countries
- 2 Draw on their straightforward knowledge and understanding of human environments in developed and developing countries

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*.

## **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 straightforward research skills applied to developed and developing countries by:**
  - 1.1 Collecting straightforward geographical information effectively in at least two ways
  - 1.2 Interpreting straightforward geographical information from at least two sources of information in order to be able to compare and contrast in detail

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 the Physical Environment Unit or the Human Environment Unit.

### Outcome 2

The learner will:

- 2 Draw on their straightforward knowledge and understanding of human environments in developed and developing countries by:**
  - 2.1 Describing differences and similarities in basic human development issues between developed and developing countries
  - 2.2 Giving detailed descriptions and explanations of the factors influencing population distribution and change in developed and developing countries
  - 2.3 Giving detailed descriptions and explanations of land use and change in urban areas
  - 2.4 Giving detailed descriptions and explanations of land use and change in rural areas

## 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 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.

A limited range of human development issues should be studied which demonstrate a contrast between a developed and a developing country. However learners need only demonstrate achievement of Assessment Standards in one context.

Issues may be chosen from a range of social and human environmental contexts such as:

- ◆ health
- ◆ education
- ◆ crime
- ◆ housing
- ◆ retail
- ◆ transport
- ◆ environmental quality
- ◆ recent industrial change
- ◆ recent rural change

A range of research skills may be developed in this Unit such as: field sketches, photographs, maps, graphs, secondary data, and field work surveys.

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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