National 4
Unit
Specification

Geography: Physical Environments with a Scottish Context (National 4)

SCQF: level 4 (6 SCQF credit points)

Unit code: H6N9 74

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 knowledge and understanding of various aspects of the physical environment through the study of a variety of landscape types in the United Kingdom including Scotland.

Learners who complete this Unit will be able to:

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

This Unit is an alternative mandatory Unit of the National 4 Geography Course, an optional Unit in the Scottish Studies Award at SCQF level 4 and is also available as a free-standing Unit. The Unit Specification should be read in conjunction with the *Unit Support Notes* which provide advice and guidance on delivery, assessment approaches and development of skills for learning, skills for life and skills for work.

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

- National 3 Geography Course or relevant component Units
- National 3 Environmental Science Course or relevant component Units

In terms of prior learning and experience, relevant experiences and outcomes may also provide an appropriate basis for doing this Unit.

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.*

Standards

Outcomes and Assessment Standards

Outcome 1

The learner will:

1 Use a limited range of mapping skills in geographical contexts in the United Kingdom by:

1.1 Interpreting geographical information from two sources in order to identify and describe any patterns which are found
1.2 Presenting geographical information in at least two straightforward 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 **either** *Geography: Physical Environments* **or** *Geography: Human Environments* Units.

Outcome 2

The learner will:

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

2.1 Describing key features of one landscape type in the United Kingdom
2.2 Giving brief explanations of the formation of one landscape type in the United Kingdom
2.3 Giving descriptions and brief explanations of factors affecting weather conditions and weather systems in the United Kingdom
2.4 Giving brief descriptions of the possible land uses and brief explanations of a landscape management issue for one landscape type 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.

The landscape types studied can be chosen from:

- glaciated upland
- upland limestone
- coastal landscapes
- rivers and valleys

The study of landscape types must include Scotland.

Learners need only be assessed in one the context of one landscape type 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 landscape types.

A range of mapping skills may be developed in this Unit such as: location; direction; scale; relief patterns; identification of landforms and physical characteristics; and identifying land use and weather conditions. A range of maps may be used in this Unit, including Ordnance Survey maps where appropriate.

If this Unit is taken as part of a Course, research skills may be used instead of mapping skills to generate evidence of successful achievement of the Outcome.

Assessment evidence can be drawn from a variety of activities and presented in a variety of formats, including, for example, presentations, posters, written responses to questions and participation in group tasks. 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.

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

2 Numeracy

2.3 Information handling

4 Employability, enterprise and citizenship

4.6 Citizenship

5 Thinking skills

5.2 Understanding
5.3 Applying

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

Published: September 2014 (version 1.0)

Superclass: RF

History of changes to National Unit Specification

Version	Description of change	Authorised by	Date

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