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## Geography: Global Issues (National 5)

**SCQF:** level 5 (6 SCQF credit points)

**Unit code:** H27J 75

### 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 knowledge and understanding of significant global geographical issues.

Learners who complete this Unit will be able to:

- 1 Use a range of numerical and graphical information in the context of global geographical issues
- 2 Draw on detailed knowledge and understanding of significant global geographical issues

This Unit is a mandatory Unit of the National 5 Geography Course 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. Exemplification of the standards in this Unit is given in *Unit Assessment Support*.

The *Course Assessment Specification* for the National 5 Geography Course gives further mandatory information on Course coverage for learners taking this Unit as part of the National 5 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 4 Geography Course or relevant component Units

## **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 range of numerical and graphical information in the context of global geographical issues by:**
  - 1.1 Interpreting detailed numerical and graphical information from at least two sources
  - 1.2 Evaluating numerical and graphical information to draw a detailed conclusion based upon evidence

### Outcome 2

The learner will:

- 2 Draw on detailed knowledge and understanding of significant global geographical issues by:**
  - 2.1 Describing, in detail, key features of a significant global geographical issue
  - 2.2 Giving detailed explanations of causes and effects of a global geographical issue
  - 2.3 Giving detailed descriptions and detailed explanations of strategies adopted in response to 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 is required to show that the learner has met the Outcomes and Assessment Standards.

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

Learners need only be assessed in one global issue 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.

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.

Exemplification of assessment is provided in *Unit Assessment Support*. 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 also develop broad, generic skills through this Unit. The skills that learners will be expected to improve on and develop through 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**

5.3 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:** June 2013 (version 1.1)

**Superclass:** RF

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## History of changes to National Unit Specification

Version	Description of change	Authorised by	Date
1.1	Typographical error corrected and minor change to Assessment Standard 1.2	Qualifications Development Manager	June 2013

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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.

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