

**GEOGRAPHY**  
Access 3 Level

**First edition — published July 2006**

## National Cluster Specification

### Geography (Access 3)

**CLUSTER NUMBER**      C208 09

#### CLUSTER STRUCTURE

This Cluster has three mandatory Units, as follows:

<b>DF3C 09</b>	<b>Physical Environments (Access 3)</b>	<b>1 credit (40 hours)</b>
<b>DF43 09</b>	<b>Human Environments (Access 3)</b>	<b>1 credit (40 hours)</b>
<b>DF44 09</b>	<b>Environmental Interactions (Access 3)</b>	<b>1 credit (40 hours)</b>

This Cluster includes 40 hours over and above the 120 hours for the Units. This may be used for induction, extending the range of learning and teaching approaches, support, consolidation and integration of learning.

#### RECOMMENDED ENTRY

Entry is at the discretion of the centre.

#### PROGRESSION

This Cluster or its Units may provide progression to:

- ◆ Geography at Intermediate 1
- ◆ Geography at Standard Grade
- ◆ Another social subject at Intermediate 1

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#### Administrative Information

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## **National Cluster Specification (cont)**

### **GEOGRAPHY**

#### **CREDIT VALUE**

The Access 3 Cluster in Geography is allocated 18 SCQF credit points at SCQF level 3\*.

*\*SCQF points are used to allocate credit to qualifications in the Scottish Credit and Qualifications Framework (SCQF). Each qualification is allocated a number of SCQF credit points at an SCQF level. There are 12 SCQF levels, ranging from Access 1 to Doctorates.*

#### **CORE SKILLS**

Achievement of this Cluster gives automatic certification of the following:

Complete Core Skill	None
Core Skill component(s)	Critical Thinking at SCQF level 3

## National Cluster Specification: Cluster details (cont)

### GEOGRAPHY

#### RATIONALE

The Access 3 Geography Cluster may provide progression for candidates who have achieved the Access 2 or Access 3 Social Subjects Clusters, or another discrete social subject.

The achievement of a Cluster award in Geography at this level is a preparation for those candidates who wish to progress to study the subject at Intermediate 1 level.

The aim of this Cluster is that candidates develop a basic understanding of the aspects of the contemporary world, of concern to all citizens, by using the concepts and techniques of geographical analysis. In addition, the Cluster enables candidates to develop progressively:

- ◆ an understanding of the ways in which people and the environment interact in response to physical and human processes at local, national and international scales
- ◆ an awareness of spatial relationships and an understanding of the changing world in a balanced, critical and sympathetic way
- ◆ a life-long interest in, understanding of, and concern for the environment
- ◆ a geographical perspective on environmental issues and their significance
- ◆ general skills of research, interpretation, evaluation and presentation, including the use of IT
- ◆ techniques and terminology to collect, extract, interpret and explain geographical phenomena
- ◆ skills in the use of a range of maps, diagrams, statistical techniques, written accounts and, where appropriate, new technology, to process and communicate information

A contribution is made to general and vocational education and the wider curriculum by:

- ◆ raising awareness of the links between the subject and other disciplines
- ◆ developing independent and co-operative learning as part of personal and social education
- ◆ developing problem-solving skills
- ◆ emphasising the development and application of learning skills relevant to everyday life

Appropriate key geographical concepts should be taught. In constructing a teaching programme, account should be taken of the following underlying concepts:

- ◆ location
- ◆ spatial patterns
- ◆ change
- ◆ diversity
- ◆ interdependence
- ◆ co-operation
- ◆ conflict
- ◆ sustainability
- ◆ global citizenship
- ◆ technology

These concepts should be introduced where they are appropriate to the topic of study.

## National Cluster Specification: Cluster details (cont)

### GEOGRAPHY

Throughout the Cluster at Access 3 level emphasis is placed on providing geographical experiences which lead candidates to an understanding of concepts, key ideas and relevant terminology. These experiences also develop evaluative and investigative skills. At this level candidates are introduced to a number of less familiar concepts and areal contexts. This is achieved through a set of Units with different areal contexts and which focus on the identification of features and the processes involved in their formation:

- ◆ *Geography: Physical Environments* Unit — this has a British Isles context and studies a selection of landscape types.
- ◆ *Geography: Human Environments* Unit — this has a wider context and studies detailed examples from economically more and less developed countries.
- ◆ *Geography: Environmental Interactions* Unit — this has a stronger emphasis on global issues and the strategies adopted to manage these. The issues studied may have a bias toward either the physical or human environment but they exemplify the interactions between these two environmental types.

### CLUSTER CONTENT

The Cluster contains three Units, dealing with physical geography, human geography and the interaction between the two:

- ◆ *Geography: Physical Environments* Unit — this has choice embedded within it insofar as centres can choose which landscape types and areas they wish to include in case studies.
- ◆ *Geography: Human Environments* Unit — this has choice embedded within it insofar as centres can choose which areas they wish to include as case studies.
- ◆ *Geography: Environmental Interactions* Unit — this has a wider range of choice. In this Unit centres are able to choose any **two** from a list of five environmental interactions and once that choice has been made they can select the areal context and case study examples they wish to cover.

A range of skills is included within all Units. These build on skills developed during previous study of geography or other social subjects. The techniques may be taught through actual fieldwork, or simulated fieldwork in the classroom. The application of selected methods and techniques to present and interpret information will be part of the Unit assessment. Opportunities should be provided for candidates to make use of a range of maps, including Ordnance Survey (OS) maps at a variety of scales.

Suggested content relating to knowledge and understanding is contained in the Unit Specifications of this Cluster.

A summary of this content is given in the table below.

The notional time for each Unit in this Cluster is 40 hours. Additional time is available within the 160 hours allocated to the Cluster for revision, preparation for assessment, remediation and re-assessment.

### Physical Environments Unit (Access 3)

Areal context and landscape types	Key topics
<p>British Isles</p> <p>A minimum of <b>two</b> landscape types must be studied.</p> <p>Landscape types:</p> <ul style="list-style-type: none"> <li>◆ glaciated upland</li> <li>◆ upland limestone</li> <li>◆ coastlines of erosion and deposition</li> <li>◆ rivers and their valleys</li> </ul> <p><b>This list is not exclusive, but may be of use to centres with candidates operating at different levels within the one class. Centres may prefer to select other landscape types, for example volcanic landscapes, to complement local area studies.</b></p>	<ol style="list-style-type: none"> <li>1 Location of landscape type</li> <li>2 Key landscape features</li> <li>3 Land uses</li> <li>4 Show a knowledge and understanding of:               <ul style="list-style-type: none"> <li>◆ impact of these activities</li> <li>◆ the conflicts which can arise</li> <li>◆ the management strategies and solutions</li> </ul> </li> </ol>

### Human Environments Unit (Access 3)

Areal context and case studies	Key topics
<p>Global</p> <p>Case studies are drawn from economically more developed countries (EMDCs) <b>and</b> economically less developed countries (ELDCs)</p>	<ol style="list-style-type: none"> <li>1 World population distribution and change</li> <li>2 Change, problems and policies in urban areas</li> <li>3 Two case studies — one EMDC and one ELDC</li> <li>4 Change, problems and policies in rural areas</li> <li>5 Two case studies — one EMDC and one ELDC</li> <li>6 Industrial change</li> </ol>

### Environmental Interactions Unit (Access 3)

A minimum of **two** Environmental Interactions topics must be studied.

Environmental Interactions	Areal context and case studies	Key topics
<b>Interaction 1 — Rural Land Degradation</b>	Global, excluding the British Isles  Candidates should study <b>two</b> examples of land degradation <ul style="list-style-type: none"> <li>◆ deforestation</li> <li>◆ degradation of arid and semi arid areas (desertification)</li> </ul>	<ol style="list-style-type: none"> <li>1 Physical environment</li> <li>2 Human environment</li> <li>3 Causes of degradation</li> <li>4 Effects of degradation</li> <li>5 Management strategies and policies</li> </ol>
<b>Interaction 2 — River basin management</b>	Global outwith Europe  Candidates should make a detailed study of <b>one</b> river basin	<ol style="list-style-type: none"> <li>1 The global hydrological cycle</li> <li>2 Physical characteristics of the selected river</li> <li>3 Factors affecting the level of demand for water</li> <li>4 Management of demand</li> <li>5 Consequences of the water control project</li> </ol>
<b>Interaction 3 — European Environmental Inequalities</b>	Europe  Case studies should be selected from more than one country, at least <b>one</b> of which should be from mainland Europe	<ol style="list-style-type: none"> <li>1 Patterns of environmental quality</li> <li>2 Explain this pattern</li> <li>3 Describe and explain the differences in environmental quality</li> <li>4 Describe local, national or international policies and strategies used to manage, improve or maintain quality</li> </ol>
<b>Interaction 4 — Development and Health</b>	Global  Candidates should study the similarities and differences between EMDCs and ELDCs in terms of levels of development and health  A case study of one disease for example: heart disease, cancer, AIDS (Acquired Immune Deficiency Syndrome), malaria, cholera or kwashiorkor.  This list is however not exclusive.	<ol style="list-style-type: none"> <li>1 Development</li> <li>2 Causes of different levels of development</li> <li>3 The main diseases, their distribution and causes</li> <li>4 The physical and human factors which affect the geographical distribution</li> <li>5 The consequences of the disease for the population</li> <li>6 The strategies used and organisations involved in managing and improving disease control</li> </ol>
<b>Interaction 5 — Environmental Hazards</b>	Global Candidates should study: <ul style="list-style-type: none"> <li>◆ a tropical storm</li> </ul> <b>and either</b> <ul style="list-style-type: none"> <li>◆ an earthquake <b>or</b></li> <li>◆ a volcanic eruption</li> </ul>	<ol style="list-style-type: none"> <li>1 What is a ‘natural hazard’?</li> <li>2 Their distribution</li> <li>3 General causes of each hazard</li> <li>4 In relation to each case study: <ul style="list-style-type: none"> <li>◆ the underlying causes</li> <li>◆ the impact on the landscape and population</li> <li>◆ role of aid agencies</li> </ul> </li> </ol>

## National Cluster Specification: Cluster details (cont)

### GEOGRAPHY

#### ASSESSMENT

To achieve the Cluster award, the candidate must pass the three Units. Access differs from other levels of National Courses in Geography in that there is no external assessment. However a Cluster provides opportunities for sustained and progressive learning and for more broadly based integration of knowledge and skills than across a series of freestanding Units.

The key elements of the Cluster that are addressed in assessment are:

- ◆ an understanding of the ways in which people and the environment interact in response to physical and human processes at local, national and international scales
- ◆ an awareness of spatial relationships and an understanding of the changing world in a balanced and critical way
- ◆ general skills of research and interpretation
- ◆ techniques and terminology to extract data from, interpret and explain geographical phenomena
- ◆ skills in the use of a range of maps, diagrams, statistical techniques and, where appropriate new technology, to process and communicate information

#### Unit assessment

Each Unit assessment consists of a holistic assessment, lasting no longer than 50 minutes involving restricted responses, produced under supervised conditions and addressing all the Outcomes. The Units that comprise the Cluster will be assessed internally. Details of the Unit assessment are provided in the Unit specifications.

### GUIDANCE ON LEARNING AND TEACHING APPROACHES FOR THIS CLUSTER

This Cluster consists of three 40 hour mandatory Units.

*Geography: Physical Environments* (Access 3) 40 hours

*Geography: Human Environments* (Access 3) 40 hours

*Geography: Environmental Interactions* (Access 3) 40 hours

All of the Access 3 Geography Cluster can be taught solely in the classroom but there are many opportunities for centres to engage their candidates in fieldwork related to the Cluster. Both the *Geography: Physical Environments* Unit and the *Geography: Human Environments* Unit can be made more relevant to candidates by providing opportunities for fieldwork and educational visits during the Cluster. In the *Geography: Environmental Interactions* Unit, the European Environmental Inequalities context can also incorporate elements of fieldwork.

A number of centres encourage their candidates to take part in residential visits to field studies centres or to participate in field visits organised around day visits to places of interest.

## National Cluster Specification: Cluster details (cont)

### GEOGRAPHY

This Cluster will be taught in a variety of different circumstances and the candidates in the teaching group may be working at different levels. Although many different combinations are possible, teaching groups may fall in to one of the following categories:

- ◆ the whole group studying Geography at Access 3
- ◆ different members of the group studying Geography at Access 3 and Intermediate 1 levels
- ◆ different members of the group studying Geography at Access 3 Intermediate 1, and Intermediate 2 levels

Prior experience and future intentions of candidates may vary as well. Some may:

- ◆ plan to study Geography at Intermediate 1 level the following year
- ◆ have studied Access 3 Social Subjects the previous year
- ◆ not have studied Geography at any level for a number of years
- ◆ have started at another level and changed to this level during the session

Centres may also have different priorities. Some may value the chance to teach different levels:

- ◆ the same content
- ◆ related, but similar content
- ◆ different content

The wide variety of teaching groups, candidate backgrounds and centre policies require the Cluster at Access 3 to be flexible. This flexibility is constrained by the need to be able to resource, manage and reliably assess candidates. The variety of contexts and topics which centres can choose to study in the *Geography: Physical Environments* and *Environmental Interactions* Unit are, in particular, aimed at creating the flexibility needed for the Cluster at this level.

The Units which make up this Cluster are designed to allow each of the above combinations of candidates to be taught. Centres will be required to identify priorities for teaching the Cluster at this level and then select contexts to fit the circumstances most appropriate to their needs. This might mean that what is taught may vary from year to year. The Units have flexibility within them to select different case studies so that no candidate need repeat them in a second year of study. The *Geography: Physical Environments* Unit also has a free choice of landscape types and the *Geography: Environmental Interactions* Unit contains a choice: two from five environmental interactions. This again provides the opportunity to avoid repetitiveness from year to year but it also ensures that there is progression of ideas, skills and concepts. In some centres a high value might be placed on minimising the differences in content between the levels. The Cluster can also be planned to achieve this, but only if the environmental interactions studied are the same for Access 3, Intermediate 1 and 2. Not all environmental interaction topics provide the same progression route to Higher. In cases where centres want very close alignment between different levels, and where Access 3, Intermediate 1 and Intermediate 2 are taught together, this will need to be considered when choices are made.

For centres teaching only Access 3 and Intermediate 1 in the same group it is likely that they will be taught a common content. There is, however, no reason why the two levels cannot be made quite different by selecting different landscape types, case studies and contexts across the Units. Where this happens it should be possible to carry out Unit assessment at the same time.

## **National Cluster Specification: Cluster details (cont)**

### **GEOGRAPHY**

The Units at Access 3 do not require to be taught sequentially. Where centres decide to select topics in the *Geography: Environmental Interactions* Unit which link closely with aspects of *Geography: Physical Environment* Unit and the *Geography: Human Environment* Unit, eg river basin management, development and health, they are advised to teach the relevant content in these two Units at an earlier time. It is, however, up to the centre to devise a teaching plan which best meets its needs.

### **CANDIDATES WITH DISABILITIES AND/OR ADDITIONAL SUPPORT NEEDS**

The additional support needs of individual candidates should be taken into account when planning learning experiences, selecting assessment instruments, or considering alternative Outcomes for Units. Further advice can be found in the SQA document *Guidance on Assessment Arrangements for Candidates with Disabilities and/or Additional Support Needs* ([www.sqa.org.uk](http://www.sqa.org.uk)).

## **National Cluster Specification: Cluster details (cont)**

### **GEOGRAPHY**

#### **GEOGRAPHY IN A BROADER CONTEXT**

A number of national initiatives and programmes have been designed to promote themes that are important to contemporary society such as citizenship and enterprise. These themes contribute to individual subjects and courses by making connections beyond the subject boundaries and enrich the learning experience. Similarly, the specialist knowledge and skills developed through study of a particular subject contributes to the understanding of these themes

#### **Cross-curricular themes and issues in Geography**

The nature of Geography, crossing as it does many of the inter-disciplinary divides, means that geographical education has traditionally been imbued with cross-curricular themes. At all levels, the Unit Specifications allow teachers and students to continue to exploit opportunities for learning experiences which go beyond the bounds of the subject. Many of the themes encompassed within current initiatives such as education for citizenship, enterprise in education, health education and the national priorities for education, can be found within the Specifications for the National Courses and Cluster in Geography.

Education for citizenship equips young people with the knowledge and skills which develop their ability to become active and responsible citizens. Within the Units of Access 3, Intermediate 1, Intermediate 2 and Higher Courses, students have the opportunity to explore connections between human cultures and the physical world in which they live. Geography encourages students to have respect for others and their environment and to develop a knowledge and understanding of the world and Scotland's place in it. In addition, it helps to develop their ability to make informed choices, understand different cultures and become effective contributors to discussion on environmental issues.

Specifically, in the Access 3 Cluster, Intermediate 1 and 2 courses, the impact of human activities on the environment is explored in a variety of contexts within the British Isles in Unit 1. In Unit 2, with a more global context, differences in economic development and population change underline the need for global citizenship. Unit 3 focuses on the relationships between the physical and human environment, and extends the themes of sustainable development. Respect for cultural and community diversity may be explored through studies of the management of urban change, population change (at all levels), and European Regional Inequalities (Higher).

Health education is explored in the Access 3, Intermediate and Higher Courses, with the Specifications at all levels highlighting differences in health across the globe and specifically including reference to AIDS. Implicit is a study of healthy lifestyles.

Enterprise in Education highlights the need to equip young people with the skills to prosper in a changing society. At all levels students have the opportunity to increase knowledge relevant to the world of work through studies of technological change and change in manufacturing methods. Awareness of the changing nature of the world of business, of working life and economic activity are implicit in the Specifications for Access 3, Intermediate 1, Intermediate 2 and Higher. At Advanced Higher level, self-motivation and independence are encouraged in the undertaking of practical activities.

## National Unit Specification: general information

**UNIT** Geography: Physical Environments (Access 3)

**CODE** DF3C 09

**COURSE** Geography (Access 3)

### SUMMARY

This Unit is a mandatory Unit of the Access 3 Geography Cluster. The Unit builds on the key ideas developed through the study theme ‘the physical environment’ in the 5–14 guidelines on ‘Environmental Studies — People and Place’. It may be used to further develop content and contexts studied in the Access 2 and Access 3 Social Subjects Cluster. It could also be used as a freestanding introductory Unit for those with a broad interest in the subject area. In this Unit emphasis is placed on providing candidates with opportunities to develop their knowledge and understanding of aspects of the physical environment within the British Isles. This is done through the study of selected physical environments which provide the focus for change.

The specific aims of the Unit are to develop:

- ◆ knowledge and understanding of different and changing physical environments
- ◆ understanding of the opportunities and limitations of the physical environment for human activities
- ◆ knowledge and understanding of how human activities can lead to various forms of environmental change, both beneficial and detrimental
- ◆ knowledge and understanding of the strategies employed to manage the environment
- ◆ skills of processing and interpreting Ordnance Survey maps, statistical data and other types of graphical information

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### Administrative Information

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## **National Unit Specification: general information (cont)**

**UNIT**      Geography: Physical Environments (Access 3)

### **OUTCOMES**

- 1 Demonstrate knowledge and understanding of a limited range of features from landscape types within the physical environment.
- 2 Demonstrate the ability to use straightforward geographical information presented in a variety of forms.
- 3 Demonstrate knowledge of a limited range of interactions within the physical environment.

### **RECOMMENDED ENTRY**

Entry is at the discretion of the centre

### **CREDIT VALUE**

1 credit at Access 3 (6 SCQF credit points at SCQF level 3\*)

\*SCQF credit points are used to allocate credit to qualifications in the Scottish Credit and Qualifications Framework (SCQF). Each qualification in the Framework is allocated a number of SCQF credit points at an SCQF level. There are 12 SCQF levels, ranging from Access 1 to Doctorates

### **CORE SKILLS**

Achievement of this Unit gives automatic certification of the following:

Complete Core Skill	None
Core Skill component(s)	Critical Thinking at SCQF level 3

## **National Unit Specification: statement of standards**

### **UNIT        Geography: Physical Environments (Access 3)**

Acceptable performance in this Unit will be the satisfactory achievement of the standards set out in this part of the Unit Specification. All sections of the statement of standards are mandatory and cannot be altered without reference to the Scottish Qualifications Authority.

#### **OUTCOME 1**

Demonstrate knowledge and understanding of a limited range of features from landscape types within the physical environment

##### **Performance Criteria**

- (a) Identify a limited range of features on maps, sketches and photographs of the physical environment.
- (b) Briefly describe a limited range of features of the physical environment.
- (c) Briefly explain the formation of a limited range of features of the physical environment.

#### **OUTCOME 2**

Demonstrate the ability to use straightforward geographical information presented in a variety of forms

##### **Performance Criteria**

- (a) Extract straightforward information from maps and diagrams, and in statistics and text.
- (b) Interpret straightforward information to describe any patterns identified within it.
- (c) Present straightforward information on maps, diagrams and summary form.

#### **OUTCOME 3**

Demonstrate knowledge of a limited range of interactions within the physical environment

##### **Performance Criteria**

- (a) Briefly describe the interaction to show the linkages between the main features of the environment.
- (b) Briefly explain the interaction to show the linkages between the main features of the environment.
- (c) Briefly describe the consequences or issues arising from the interaction.
- (d) Briefly explain the consequences or issues arising from the interaction.
- (e) Briefly describe the strategies for the management of, or solutions to, the issues.

## National Unit Specification: statement of standards (cont)

### UNIT Geography: Physical Environments (Access 3)

#### EVIDENCE REQUIREMENTS FOR THIS UNIT

Evidence for this Unit will involve restricted responses which can be written, oral or diagrammatic supplemented by written or oral responses. This evidence should be produced under supervised conditions without the assistance of additional resources. The assessment must be capable of being completed within 50 minutes and will be holistic, covering all Outcomes and Performance Criteria.

The assessment will sample the content and skills defined below.

- ◆ the features should relate to **two** landscape types within the physical environment
- ◆ **two** features should be selected from each landscape type
- ◆ a limited range of land uses should be selected from a maximum of **two** landscape types
- ◆ the skills assessed should be drawn from the Guidance on Content and Context for this Unit and should include basic skills in interpretation of an Ordnance Survey map for any area within the British Isles

If a re-assessment is required, it may assess the same landscape types but should contain a different sample from the range of content and skills.

Achievement can be decided by the use of a cut-off score. The standard to be applied and the breadth of coverage are illustrated in the National Assessment Bank items available for this Unit. If a centre wishes to design its own assessments for this Unit, they should be of a comparable standard and should be submitted to the SQA for prior verification.

## National Unit Specification: support notes

### UNIT Geography: Physical Environments (Access 3)

This part of the Unit Specification is offered as guidance. The support notes are not mandatory.

While the exact time allocated to this Unit is at the discretion of the centre, the notional design length is 40 hours.

#### GUIDANCE ON THE CONTENT AND CONTEXT FOR THIS UNIT

This Unit is one of three mandatory Units which make up the Cluster at Access 3 Geography. The other two Units are *Geography: Human Environments* and *Geography: Environmental Interactions*. It is designed to meet the needs of the broad variety of candidates who may choose to study the Unit.

The knowledge component of this Unit is important but so also is the use of the geographical skills which can be used to interpret and present information. Ordnance Survey maps should be used in this Unit. It is advised that candidates use these types of maps in the study of each of the different landscape types. Although Ordnance Survey maps may be used in the other Units, this one provides many opportunities to develop the skills associated with reading and interpreting information presented in this form.

In the study of this Unit it is expected that candidates will develop their knowledge and understanding of the features of, and processes which create, the physical environment in the British Isles. They should also have opportunities to increase their understanding of the issues which surround the use and management of these areas.

The skills and content for this Unit are as follows.

The skills which should be sampled to show candidates have achieved Outcome 2 are identified below.

- ◆ interpreting and annotating field sketches and photographs
- ◆ using a variety of maps — candidates should be able to:
  - read and give four figure grid references
  - measure straight distances
  - identify height and steepness of slope
  - identify, describe and suggest reasons for transport routes
  - describe and interpret the location and distribution of different land uses.
  - describe and suggest reasons for land use
  - identify and explain potential conflicts
  - use maps in association with photographs and field sketches

**NB:** OS maps should be used in assessments

- ◆ interpret choropleth, proportional symbol and topological maps
- ◆ using graphs — construction (by completion in assessment) of line, bar and pie diagrams; interpretation of these types of graphs, including those located in maps and topological diagrams
- ◆ using surveys/questionnaires and using other primary data

## National Unit Specification: support notes (cont)

### UNIT Geography: Physical Environments (Access 3)

The content sampled to show candidates have achieved Outcomes 1 and 3 is identified below:

**Areal Context:** British Isles

At least **two** landscape types should be studied. They may include:

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

This list is not exclusive, but may be of use to centres with candidates operating at different levels within the one class. Centres may prefer to select other landscape types, for example volcanic landscapes, to complement local area studies.

Candidates should be able to:

- 1 Recognise, describe and explain the formation of **two** landscape features specific to two chosen landscape types.
- 2 Recognise these features from photographs and sketches.
- 3 Show through the study of the **two** selected landscapes, a knowledge and understanding of land uses appropriate to the landscapes studied. The land uses could be chosen from:
  - ◆ farming
  - ◆ forestry
  - ◆ industry
  - ◆ military
  - ◆ recreation and leisure
  - ◆ tourism
  - ◆ water storage and supply

In relation to each of the **two** landscapes studied candidates should be able to show knowledge and understanding of:

- ◆ the social, economic and environmental impact (both positive and negative) of these activities
- ◆ the conflicts which can arise between these activities and other land uses within these landscapes
- ◆ the management of conflict

## National Unit Specification: support notes (cont)

### UNIT Geography: Physical Environments (Access 3)

#### GUIDANCE ON LEARNING AND TEACHING APPROACHES FOR THIS UNIT

##### Teaching Order

In centres where one or both of the other Units at this level is being taught, teachers or lecturers may choose to teach the Units in any order. It is also possible to integrate the content of these Units into one continuous programme or to teach the Units separately or in parallel with each other. While the content is different, the general skills and concepts are broadly the same, and centres may consider that these will be reinforced if they are used and developed in different contexts at the same time.

##### Articulation with Intermediate 1

This Unit articulates very closely with *Geography: Physical Environments* Unit at Intermediate 1 and although it is best taught to a group of candidates who are all studying at Access 3 level, it has been designed to facilitate the teaching of two levels in the same teaching group. The nature of this articulation is such that in many centres the decision to present candidates for certification at a particular level may not need to be taken at the outset. Where centres teach Access 3, Intermediate 1 and Intermediate 2 in the same sequence and use the same case studies there should not be any curricular barriers to candidates who move between levels during the session. Candidates progressing from Access 3 to Intermediate 1 will however need to extend their breadth of knowledge of landscape types.

##### Case Studies

The Outcomes and Performance Criteria describe the key aspects for study in this Unit. It is suggested that these are taught in an integrated way. Within the case studies chosen there is a great deal of flexibility for centres to customise their delivery to the needs of the candidate group. It is recommended that candidates have an overview of the physical environments of the British Isles. It is possible to teach this Unit by case studies of specific locations. On the other hand, centres may choose to focus their teaching around the landscape types and introduce case studies of specific locations to exemplify issues surrounding these. The selected case studies can, if centres wish, be the same as those used in the *Geography: Physical Environments* Unit Intermediate 1 and Intermediate 2, but local area examples may be more suitable to centres presenting only at Access level.

##### Methodology

Approaches to the delivery of the Unit will vary and there is scope to use informal/formal group work and independent research using various paper based and IT resources. Candidates might also be encouraged to present findings based on any independent research to others in the teaching group. Centres may also wish to make use of field work and visiting speakers in the teaching of this Unit.

##### Skills and learning experiences

The Outcomes and Performance Criteria, together with the skills information provided in the Guidance on the content and context for this Unit, indicate the skills and learning experiences which are important to this Unit. During the Unit candidates should also:

## National Unit Specification: support notes (cont)

### UNIT Geography: Physical Environments (Access 3)

- ◆ make use of relevant terminology and concepts
- ◆ interpret geographical evidence
- ◆ record systematically information derived from a variety of sources such as maps, books, notes, graphs, audio visual materials, ICT
- ◆ develop the skills of communicating information in written (or equivalent), map and graphical form for a variety of purposes

At this level it is likely that candidates will need support as they progress through the Unit. This support may require a series of very specific tasks to be identified and/or could include elements of formative assessment.

#### **GUIDANCE ON APPROACHES TO ASSESSMENT FOR THIS UNIT**

Opportunities for extension (if the Unit is being delivered as part of the Cluster), remediation and consolidation should be built into this Unit; how this is organised will depend on the teaching approach.

The assessment would normally be given at the end of the Unit.

It is recommended that the *Physical Environments* Unit should include the assessment of the candidates' skill in using Ordnance Survey Maps.

As reassessment should only follow after further work or remediation, centres might consider it appropriate to delay this until further teaching in other Units has been undertaken.

If a centre wishes to design its own assessments for this Unit, they should be of a comparable standard and should be submitted to SQA for prior verification.

#### **CANDIDATES WITH DISABILITIES AND/OR ADDITIONAL SUPPORT NEEDS**

The additional support needs of individual candidates should be taken into account when planning learning experiences, selecting assessment instruments, or considering alternative Outcomes for Units. Further advice can be found in the SQA document *Guidance on Assessment Arrangements for Candidates with Disabilities and/or Additional Support Needs* ([www.sqa.org.uk](http://www.sqa.org.uk)).

## National Unit Specification: general information

<b>UNIT</b>	Geography: Human Environments (Access 3)
<b>CODE</b>	DF43 09
<b>COURSE</b>	Geography (Access 3)

### SUMMARY

This is a mandatory Unit of the Access 3 Geography Cluster. This Unit builds on the key ideas developed through the study theme 'the human environment' in the 5–14 guidelines on 'Environmental Studies — People and Place'. It may be used to further develop content and contexts studied in the Access 2 and Access 3 Social Subjects Cluster. It could also be used as a freestanding introductory Unit for those with a broad interest in the subject area. In this Unit emphasis is placed on providing candidates with opportunities to develop their knowledge and understanding of aspects of the human environment. This is done through the study of selected human environments which provide the focus for change.

The specific aims of the Unit are to develop:

- ◆ knowledge and understanding of different and changing human environments
- ◆ understanding of the opportunities and limitations of the human environment for human activities
- ◆ knowledge and understanding of how human activities can lead to various forms of environmental change, both beneficial and detrimental
- ◆ knowledge and understanding of the strategies employed to manage the environment
- ◆ skills of processing and interpreting maps, statistical data and other types of graphical information

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### Administrative Information

<b>Superclass:</b>	RF
<b>Publication date:</b>	July 2006
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## **National Unit Specification: general information (cont)**

**UNIT**      Geography: Human Environments (Access 3)

### **OUTCOMES**

- 1 Demonstrate knowledge and understanding of a limited range of features and activities within the human environment.
- 2 Demonstrate the ability to use straightforward geographical information presented in a variety of forms.
- 3 Demonstrate knowledge and understanding of a limited range of interactions within the human environment.

### **RECOMMENDED ENTRY**

Entry is at the discretion of the centre.

### **CREDIT VALUE**

1 credit at Access 3 (6 SCQF credit points at SCQF level 3\*)

\*SCQF credit points are used to allocate credit to qualifications in the Scottish Credit and Qualifications Framework (SCQF). Each qualification in the Framework is allocated a number of SCQF credit points at an SCQF level. There are 12 SCQF levels, ranging from Access 1 to Doctorates

### **CORE SKILLS**

Achievement of this Unit gives automatic certification of the following:

Complete Core Skill	None
Core Skill component(s)	Critical Thinking at SCQF level 3

## **National Unit Specification: statement of standards**

### **UNIT      Geography: Human Environments (Access 3)**

Acceptable performance in this Unit will be the satisfactory achievement of the standards set out in this part of the Unit Specification. All sections of the statement of standards are mandatory and cannot be altered without reference to the Scottish Qualifications Authority.

#### **OUTCOME 1**

Demonstrate knowledge and understanding of a limited range of features and activities within the human environment.

##### **Performance Criteria**

- (a) Identify a limited range of features and activities on maps, sketches and photographs within the human environment.
- (b) Briefly describe a limited range of features and activities within the human environment.
- (c) Briefly explain these features and activities within the human environment.

#### **OUTCOME 2**

Demonstrate the ability to use straightforward geographical information presented in a variety of forms.

##### **Performance Criteria**

- (a) Extract straightforward information on maps and diagrams, and in statistics and text.
- (b) Interpret straightforward information to describe any patterns identified within it.
- (c) Present straightforward information on maps, diagrams and in summary form.

#### **OUTCOME 3**

Demonstrate knowledge and understanding of a limited range of interactions within the human environment.

##### **Performance Criteria**

- (a) Briefly describe the interaction to show the linkages between the main features of the environment.
- (b) Briefly explain the interaction to show the linkages between the main features of the environment.
- (c) Briefly describe the consequences or issues arising from the interaction.
- (d) Briefly explain the consequences or issues arising from the interaction.
- (e) Briefly describe the strategies for the management of, or solutions to, the issues.

## National Unit Specification: statement of standards (cont)

### UNIT Geography: Human Environments (Access 3)

#### EVIDENCE REQUIREMENTS FOR THIS UNIT

Evidence for this Unit will involve restricted responses which can be written, oral or diagrammatic supplemented by written or oral responses. This evidence should be produced under supervised conditions without the assistance of additional resources. The assessment must be capable of being completed within 50 minutes and will be holistic, covering all Outcomes and Performance Criteria. Ordnance Survey maps may be used in assessments.

The assessment will sample the content and skills defined below.

- ◆ the features and interactions studied should relate to **two** of the contexts, defined in the Guidance on Content and Context for this Unit
- ◆ the skills assessed should be drawn from the Guidance on Content and Context for this Unit

If a re-assessment is required, it may assess the same themes but should contain a different sample from the range of content and skills.

Achievement can be decided by the use of a cut-off score. The standard to be applied and the breadth of coverage are illustrated in the National Assessment Bank items available for this Unit. If a centre wishes to design its own assessments for this Unit, they should be of a comparable standard and should be submitted to the SQA for prior verification.

## National Unit Specification: support notes

### UNIT Geography: Human Environments (Access 3)

This part of the Unit Specification is offered as guidance. The support notes are not mandatory.

While the exact time allocated to this Unit is at the discretion of the centre, the notional design length is 40 hours.

#### GUIDANCE ON THE CONTENT AND CONTEXT FOR THIS UNIT

This Unit is one of three mandatory Units which make up the cluster at Access 3 Geography. The other two Units are *Geography: Physical Environments* and *Geography: Environmental Interactions*. It is designed to meet the needs of the broad variety of candidates who may choose to study the Unit.

The skills and content for this Unit are as follows.

The knowledge component of this Unit is important but so also is the use of the geographical skills which can be used to interpret and present information. During the study of urban, rural and industrial areas, the opportunity could be taken to use Ordnance Survey maps to illustrate some of the landscapes and issues being considered. Depending on the case studies chosen the extent to which these maps can be used will vary. Their use in this way would help reinforce some of the skills acquired in the *Geography: Physical Environments* Unit.

In the study of this Unit candidates may develop their knowledge and understanding of world population and the varying environments in which this population lives. They should also have opportunities to increase their understanding of the issues which surround change and its management in these environments.

The skills which should be sampled to show candidates have achieved Outcome 2 are identified below:

- ◆ interpreting and annotating field sketches and photographs
- ◆ using a variety of maps — candidates should be able to:
  - describe and interpret the location and distribution of different land uses
  - describe and suggest reasons for land use
  - identify and explain potential conflicts
  - use maps in association with photographs/field sketches, cross sections/transects

**NB:** Ordnance Survey (OS) maps may be used as a teaching resource and in assessments.

- ◆ interpreting choropleth, proportional symbol and topological maps
- ◆ using graphs — construction (by completion in assessment) of line, bar, and pie diagrams
- ◆ interpretation of these types of graphs, including those located in maps and topological diagrams
- ◆ using surveys/questionnaires and using other primary data

## National Unit Specification: support notes (cont)

### UNIT Geography: Human Environments (Access 3)

The content sampled to show candidates have achieved Outcomes 1 and 3 is identified below.

**Areal context:** Global with examples drawn from economically more developed countries (EMDCs) and economically less developed countries (ELDCs).

Candidates should study a minimum of **two** of the following four contexts within the human environment outlined below:

Candidates should be able to describe and explain:

- 1 World population distribution and change:
  - ◆ factors influencing distribution and density — relief, climate, resources, employment opportunities
  - ◆ population patterns including urban/rural structures
  - ◆ population growth rates over time
  - ◆ changing population structure over time
  - ◆ variations in population growth rates
  - ◆ factors affecting change — influences on birth rates, death rates, infant mortality rates
  - ◆ implications of change
- 2 Change, problems and policies (where applicable) in urban areas. One example of an urban area should be chosen from an EMDC and one example should be chosen from an ELDC:
  - ◆ housing — inner city renewal, gentrification, ghettoisation, fringe developments, ‘high security’ residential areas, squatter areas, shanty towns
  - ◆ transport — quality of public transport, commuting, ring road developments, road pricing, congestion
  - ◆ retail services — changes in the CBD, shopping malls, business parks/trading estates, street markets
  - ◆ environmental quality — dereliction, pollution, sanitation, waste disposal
- 3 Change, problems and policies (where applicable) in rural areas. One example of a rural area should be chosen from an EMDC and one example should be chosen from an ELDC. These changes may include:
  - ◆ agricultural change (post 1950) — farming systems, impact of new technology, impact of political policies, eg Green Revolution, EU policies, diversification
  - ◆ landscape — population density, employment structure, settlement patterns, infrastructure, migration patterns, urban sprawl, impact of tourism
- 4 Industrial change:
  - ◆ factors affecting the changing location of industry which may include: labour, market, transport, raw materials, technology, government policies
  - ◆ changing landscapes which may include: infrastructure, appearance, impact of change on the environment, use of maps to describe and evaluate changing industrial location and landscapes

## National Unit Specification: support notes (cont)

### UNIT Geography: Human Environments (Access 3)

#### GUIDANCE ON LEARNING AND TEACHING APPROACHES FOR THIS UNIT

##### Teaching order

In centres where one or both of the other Units at this level is being taught, teachers or lecturers may choose to teach the Units in any order. It is also possible to integrate the content of these Units into one continuous programme or to teach the Units separately or in parallel with each other. While the content is different, the general skills and concepts are broadly the same, and centres may consider that these will be reinforced if they are used and developed in different contexts at the same time.

##### Articulation with Intermediate 1

This Unit articulates very closely with *Geography: Human Environments* Unit at Intermediate 1 and although it is best taught to a group of candidates who are all studying at Access 3 level, it has been designed to facilitate the teaching of two levels in the same teaching group. The nature of this articulation is such that in many centres the decision to present candidates for certification at a particular level may not need to be taken at the outset. Where centres teach Intermediate 1 and Intermediate 2 in the same sequence and use the same case studies there should not be any curricular barriers to candidates who move between levels during the session. Candidates progressing from Access 3 to Intermediate 1 will however need to extend their breadth of knowledge to include all the contexts.

##### Case studies

The Outcomes and Performance Criteria describe the key aspects for study in this Unit. It is suggested that these are taught in an integrated way. Within the case studies chosen there is a great deal of flexibility for centres to customise their delivery to the needs of the candidate group. The concentration on case studies to deliver the topics on urban and rural issues, and also, if thought appropriate, industrial change, provides the possibility of matching the content of these case studies to that used in the *Geography: Human Environments* Unit at Intermediate 1 and Intermediate 2.

##### Methodology

Approaches to the delivery of the Unit will vary and there is scope to use informal/formal group work and independent research using various paper based and IT resources. Candidates might also be encouraged to present findings based on any independent research to others in the teaching group. Centres may also wish to make use of field work and visiting speakers in the teaching of this Unit.

##### Skills and learning experiences

The Outcomes and Performance Criteria, together with the skills information provided in the Guidance on the Content and Context, indicate the skills and learning experiences which are important to this Unit. During the Unit candidates should also:

- ◆ make use of relevant terminology and concepts
- ◆ interpret geographical evidence
- ◆ record systematically information derived from a variety of sources such as maps, books, notes, graphs, audio visual materials, ICT

## National Unit Specification: support notes (cont)

### UNIT Geography: Human Environments (Access 3)

- ◆ develop the skills of communicating information in written (or equivalent), map and graphical form for a variety of purposes

At this level it is likely that candidates will need support as they progress through the Unit. This support may require a series of very specific tasks to be identified and /or could include elements of formative assessment.

#### **GUIDANCE ON APPROACHES TO ASSESSMENT FOR THIS UNIT**

Opportunities for extension (if the Unit is being delivered as part of the Cluster), remediation and consolidation should be built into this Unit; how this is organised will depend on the teaching approach.

The assessment would normally be given at the end of the Unit.

Where appropriate, the *Human Environments* Unit may assess candidates' skill in using Ordnance Survey Maps.

As re-assessment should only follow after further work or remediation centres might consider it appropriate to delay this until further teaching in other Units has been undertaken.

If a centre wishes to design its own assessments for this Unit, they should be of a comparable standard and should be submitted to SQA for prior verification.

#### **CANDIDATES WITH DISABILITIES AND/OR ADDITIONAL SUPPORT NEEDS**

The additional support needs of individual candidates should be taken into account when planning learning experiences, selecting assessment instruments, or considering alternative Outcomes for Units. Further advice can be found in the SQA document *Guidance on Assessment Arrangements for Candidates with Disabilities and/or Additional Support Needs* ([www.sqa.org.uk](http://www.sqa.org.uk)).

## National Unit Specification: general information

<b>UNIT</b>	Geography: Environmental Interactions (Access 3)
<b>CODE</b>	DF44 09
<b>COURSE</b>	Geography (Access 3)

### SUMMARY

This is a mandatory Unit of the Access 3 Geography Cluster. This Unit builds on the key ideas developed through the study themes in the 5-14 guidelines on 'Environmental Studies — People and Place'. It may be used to further develop content and contexts studied in the Access 2 and Access 3 Social Subjects Cluster. It could also be used as a freestanding introductory Unit for those with a broad interest in the subject area. In this Unit, emphasis is placed on providing candidates with the opportunity to develop their knowledge and understanding of aspects of the physical and human environment. This is done by studying specific interactions detailed below. This Unit emphasises the holistic nature of geography.

The specific aims of the Unit are to develop:

- ◆ knowledge and understanding of the changing inter-relationships within and between the physical and human environment
- ◆ understanding of the opportunities and limitations of the environment in terms of human activities
- ◆ knowledge and understanding of how physical processes and/or human activities can lead to various forms of environmental change, both beneficial and detrimental
- ◆ knowledge and understanding of the strategies employed to manage the environment to encourage sustainable development
- ◆ skills of processing and interpreting map, statistical and other types of graphical information

Candidates will be required to study **two** environmental interactions chosen from the list below. Each should take up 20 hours of study time.

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### Administrative Information

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## National Unit Specification: general information (cont)

### UNIT Geography: Environmental Interactions (Access 3)

- Interaction 1: Rural land degradation
- Interaction 2: River basin management
- Interaction 3: European environmental inequalities
- Interaction 4: Development and health
- Interaction 5: Environmental hazards

Each topic provides an opportunity to examine issues which are relevant to the contemporary world. Each considers the general background to the environmental interaction being studied and develops these ideas through a case study approach. All of the topics link closely to these topics in the *Geography: Environmental Interactions* Unit at Intermediate 1 and Intermediate 2 level. While each topic has a different focus, all five offer candidates the opportunity to study the inter-relationships between elements of the physical and human environment.

### OUTCOMES

- 1 Demonstrate knowledge and understanding of the main features of interactions within and between physical and human environments.
- 2 Demonstrate the ability to use straightforward geographical information presented in a variety of forms.

### RECOMMENDED ENTRY

Entry is at the discretion of the centre.

### CREDIT VALUE

1 credit at Access 3 (6 SCQF credit points at SCQF level 3\*)

\*SCQF credit points are used to allocate credit to qualifications in the Scottish Credit and Qualifications Framework (SCQF). Each qualification in the Framework is allocated a number of SCQF credit points at an SCQF level. There are 12 SCQF levels, ranging from Access 1 to Doctorates

### CORE SKILLS

Achievement of this Unit gives automatic certification of the following:

Complete Core Skill	None
Core Skill component(s)	Critical Thinking at SCQF level 3

## National Unit Specification: statement of standards

### UNIT Geography: Environmental Interactions (Access 3)

Acceptable performance in this Unit will be the satisfactory achievement of the standards set out in this part of the Unit Specification. All sections of the statement of standards are mandatory and cannot be altered without reference to the Scottish Qualifications Authority.

#### OUTCOME 1

Demonstrate knowledge and understanding of the main features of interactions within and between physical and human environments.

##### Performance Criteria

- (a) Briefly describe an interaction.
- (b) Briefly explain the interaction.
- (c) Briefly describe the environmental consequences of an interaction.
- (d) Briefly explain the environmental consequences of an interaction.
- (e) Briefly describe the strategies for environmental management of the interaction.

#### OUTCOME 2

Demonstrate the ability to use straightforward geographical information presented in a variety of forms.

##### Performance Criteria

- (a) Extract straightforward information on maps and diagrams, and in statistics and text.
- (b) Interpret straightforward information to explain any patterns identified within it.
- (c) Present straightforward information on maps, diagrams and in summary form.

#### EVIDENCE REQUIREMENTS FOR THIS UNIT

For the purposes of this Unit the term ‘interaction’ is any one of the contexts listed in the summary. Evidence for this Unit will involve restricted responses which can be written, oral or diagrammatic supplemented by written or oral responses. This evidence should be produced under supervised conditions without the assistance of additional resources. The assessment must be capable of being completed within 50 minutes and will be holistic, covering all Outcomes and Performance Criteria.

The assessment will focus on **one** of the contexts listed in the summary, and should sample the content and skills defined in the Guidance for the Content and Context for this Unit.

If a re-assessment is required, it may assess the same context but should contain a different sample from the range of content and skills.

Achievement can be decided by the use of a cut-off score. The standard to be applied and the breadth of coverage are illustrated in the National Assessment Bank items available for this Unit. If a centre wishes to design its own assessments for this Unit, they should be of a comparable standard and should be submitted to the SQA for prior verification.

## National Unit Specification: support notes

### UNIT Geography: Environmental Interactions (Access 3)

This part of the Unit Specification is offered as guidance. The support notes are not mandatory.

While the exact time allocated to this Unit is at the discretion of the centre, the notional design length is 40 hours.

#### GUIDANCE ON THE CONTENT AND CONTEXT FOR THIS UNIT

This Unit is one of three mandatory Units which make up the cluster at Access 3 Geography. The other two Units are *Geography: Physical Environments* and *Geography: Human Environments*. It is designed to meet the needs of the broad variety of candidates who may choose to study the Unit.

The knowledge component of this Unit is important but so also is the use of the geographical skills which can be used to interpret and present information.

In this Unit candidates will study **two** contexts from the following list:

- ◆ Rural land degradation
- ◆ River basin management
- ◆ European environmental inequalities
- ◆ Development and Health
- ◆ Environmental hazards

It is expected that these contexts will receive an equal time allocation within the 40 hours provided for this Unit.

The skills and content which will be sampled to provide the evidence required for the Unit are as follows.

The skills sampled to show candidates have achieved Outcome 2 are identified below:

- ◆ interpreting and annotating field sketches and photographs
- ◆ using a variety of maps
- ◆ interpreting choropleth, proportional symbols and topological maps
- ◆ using graphs — construction (by completion in assessment) of line, bar, scatter and pie diagrams; interpretation of these types of graphs, including those located in maps and topological diagrams
- ◆ using surveys/questionnaires and using other primary data

## National Unit Specification: support notes (cont)

### UNIT Geography: Environmental Interactions (Access 3)

The content sampled to show candidates have achieved Outcome 1 is identified below:

Candidates will cover **two** contexts from the following list:

#### 1 Rural land degradation

Rural land resources are subject to degradation, which may be the result of natural processes, human activity or a combination of both. The decline in land productivity and other consequences of land degradation have direct social and economic consequences and have led to the development of soil and land management strategies.

**Areal context:** Global, excluding the British Isles

Candidates should study two examples of land degradation:

- ◆ one of these should focus on the issues surrounding deforestation
- ◆ the other should focus on issues related to the degradation of arid and semi arid areas (desertification)

The following topics should be studied for each of the chosen areas:

- ◆ physical environment — climate, vegetation, soils and relief
- ◆ human environment — population density, farming systems
- ◆ causes of degradation
- ◆ effects of degradation
- ◆ management strategies and policies

#### 2 River basin management

Within river basins, water control projects are undertaken for a variety of reasons and on a range of scales. These projects are examples of human interference with systems, especially hydrological systems. The changes often have both beneficial and adverse consequences.

**Areal context:** Global outwith Europe

Candidates should study one river basin in detail.

The following topics should be studied:

- 1 The components of the global hydrological cycle.
- 2 The physical characteristics of the selected river basin and their impact on water storage and movement:
  - ◆ size and shape of catchment area
  - ◆ rainfall distribution and reliability
  - ◆ surface features
  - ◆ rock type

## National Unit Specification: support notes (cont)

### UNIT Geography: Environmental Interactions (Access 3)

- 3 Factors affecting the level of demand for water in the river basin with reference to domestic, agricultural, leisure, industrial and energy use.
- 4 Management of demand by means of a water control project.
- 5 The social, economic and environmental benefits and adverse consequences of the water control project.

### 3 European environmental inequalities

Within the contemporary world, environmental quality varies on a regional and national basis. There is a variety of physical, social and economic reasons for these spatial patterns. Within the European Union and other European countries, policies are developed at local, national and international level to improve environmental quality.

#### **Areal context:** Europe

Case studies should be selected from more than one country, at least one of which should be from mainland Europe.

The following topics should be studied:

- 1 Description of patterns of environmental quality with reference to:
  - ◆ air
  - ◆ rivers
  - ◆ seas and coastal areas
- 2 Explanation for this pattern with reference to physical, economic, social and political factors:
  - ◆ population density
  - ◆ transport links
  - ◆ physical and climatic environment
  - ◆ economic activity, eg agricultural, industrial, tourist
  - ◆ living standards
  - ◆ attitudes toward environmental protection
- 3 Describe and explain the differences in environmental quality between any:
  - ◆ two rivers, and
  - ◆ either two sea and coastal areas or two mountain areas

For the areas selected from '3' above describe local, national or international policies and strategies used to manage, improve or maintain their environmental quality

### 4 Development and health

Inequality of social and economic development is a major feature of the contemporary world. It exists on various scales and is measurable in several ways. Levels of health and the incidence of

## National Unit Specification: support notes (cont)

### UNIT Geography: Environmental Interactions (Access 3)

disease are ways in which levels of development can be measured. The indicators of levels of development may be explained geographically by reference to a variety of interacting processes

**Areal context:** Global

Candidates should study the similarities and differences between economically more developed countries (EMDCs) and economically less developed countries (ELDCs) in terms of levels of development and health.

The following topics should be studied:

- 1 What is meant by 'development'?
  - ◆ definition of development
  - ◆ a selection of development indicators — social, economic and combined
  - ◆ use of development indicators to classify countries as economically more or economically less developed
- 2 Causes of different levels of development:
  - ◆ physical factors — climate, relief, resources, environment, natural disasters
  - ◆ human factors — demographic changes, urbanisation, industrialisation, trade, technology
- 3 Identification of the main diseases of EMDCs and ELDCs, their distribution and causes. These may include heart disease, cancer, AIDS (Acquired Immune Deficiency Syndrome), malaria, cholera and kwashiorkor.
- 4 A case study of a disease to show:
  - ◆ the physical and human factors (eg climate, water supply, wealth, nutrition, remoteness, lifestyle) which affect the geographical distribution of the disease studied
  - ◆ the consequences of the disease for the population in an area affected by it
  - ◆ the strategies used and organisations involved in managing and improving disease control in relation to the disease

#### 5 Environmental hazards

Natural hazards are geographical phenomena which reflect global systems, particularly in relation to the physical environment. The impact of these hazards varies at a local level depending on a variety of aspects of the human environment.

**Areal contexts:** Global

Candidates should have detailed knowledge of:

- ◆ a tropical storm
- and**
- ◆ either an earthquake **or** a volcanic eruption

Examples can be taken from any suitable context.

## National Unit Specification: support notes (cont)

### UNIT Geography: Environmental Interactions (Access 3)

The following topics should be studied:

- 1 What is meant by a 'natural hazard'?
  - ◆ definition of 'natural' and 'hazard'.
- 2 For tropical storms, earthquakes and volcanoes a knowledge and understanding of their distribution.
- 3 General causes of each hazard:
  - ◆ tropical storms — movement of global pressure systems, formation of low pressure systems, significance of sea temperatures
  - ◆ earthquakes and volcanoes — plate tectonics, activities at plate boundaries
- 4 In relation to a case study of a tropical storm and either an earthquake or a volcanic eruption, a description and explanation of:
  - ◆ the underlying causes
  - ◆ the impact on the landscape and population
  - ◆ role of aid agencies (both short and long term)

### GUIDANCE ON LEARNING AND TEACHING APPROACHES FOR THIS UNIT

#### Teaching order

In centres where one or both of the other Units at this level is being taught, teachers or lecturers may choose to teach the Units in any order. It is also possible to integrate the content of these Units into one continuous programme or to teach the Units separately or in parallel with each other. While the content is different, the general skills and concepts are broadly the same, and centres may consider that these will be reinforced if they are used and developed in different contexts at the same time.

#### Articulation with Intermediate 1

This Unit articulates very closely with the *Geography: Environmental Interactions* Unit at Intermediate 1 and although it is best taught to a group of candidates who are all studying at Access 3 level, it has been designed to facilitate the teaching of two levels in the same teaching group. The nature of this articulation is such that in many centres the decision to present candidates for certification at a particular level may not need to be taken at the outset. Where centres teach Intermediate 1 and Intermediate 2 in the same sequence and use the same topics there should not be any curricular barriers to candidates who move between levels during the session.

#### Case studies

The Outcomes and Performance Criteria describe the key aspects for study in this Unit. It is suggested that these are taught in an integrated way. Within the topics chosen there is a great deal of flexibility for centres to customise their delivery to the needs of the candidate group. The use of case studies to cover parts of the topics provides the possibility of matching the content of these case studies to that used in the *Geography: Environmental Interactions* Unit at both Intermediate 1 and Intermediate 2.

## National Unit Specification: support notes (cont)

### UNIT Geography: Environmental Interactions (Access 3)

#### Methodology

Approaches to the delivery of the Unit will vary and there is scope to use informal/formal group work and independent research using various paper based and IT resources. Candidates might also be encouraged to present findings based on any independent research to others in the teaching group. Centres may also wish to make use of field work and visiting speakers in the teaching of this Unit.

#### Skills and learning experiences

The Outcomes and Performance Criteria, together with the skills information provided in the Guidance on the Content and Context, indicate the skills and learning experiences which are important to this Unit. During the Unit candidates should also:

- ◆ make use of relevant terminology and concepts
- ◆ interpret and geographical evidence
- ◆ record systematically information derived from a variety of sources such as maps, books, notes, graphs, audio visual materials, ICT
- ◆ develop the skills of communicating information in written (or equivalent), map and graphical form for a variety of purposes

At this level it is likely that candidates will need support as they progress through the Unit. This support may require a series of very specific tasks to be identified and/or could include elements of formative assessment.

#### GUIDANCE ON APPROACHES TO ASSESSMENT FOR THIS UNIT

Although candidates will study two topics in this Unit the assessment should focus on only **one** of these.

Opportunities for extension (if the Unit is being delivered as part of the cluster), remediation and consolidation should be built into this Unit. How this is organised will depend on the teaching approach.

The assessment would normally be given on the completion of the study of the topic selected for this purpose.

As reassessment should only follow after further work or remediation centres might consider it appropriate to delay this until further teaching in other Units has been undertaken. Any reassessment can focus on the same topic as the first assessment or it could use the second topic studied by the candidate.

If a centre wishes to design its own assessments for this Unit, they should be of a comparable standard and should be submitted to SQA for prior verification.

## **National Unit Specification: support notes (cont)**

**UNIT**      Geography: Environmental Interactions (Access 3)

### **CANDIDATES WITH DISABILITIES AND/OR ADDITIONAL SUPPORT NEEDS**

The additional support needs of individual candidates should be taken into account when planning learning experiences, selecting assessment instruments, or considering alternative Outcomes for Units. Further advice can be found in the SQA document *Guidance on Assessment Arrangements for Candidates with Disabilities and/or Additional Support Needs* ([www.sqa.org.uk](http://www.sqa.org.uk)).