



Higher National Unit specification: general information

Unit title: Geography B: Urban Geography

Unit code: FJ3A 34

Superclass: RF

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Unit purpose

This Unit is designed to give candidates an understanding of how settlements have evolved and developed and to help them evaluate the impact of urban change in both the developed and developing world. The Unit then enables candidates to analyse problems associated with urban change and to evaluate strategies adopted to solve them. The Unit also provides an opportunity to examine different consequences of urban inequality.

This Unit is intended for those candidates who wish to develop their knowledge and understanding of Geography and for those who wish to use it as a basis for further study.

On completion of the Unit the candidate should be able to:

- 1 Explain the origin and development of settlements.
- 2 Analyse the impact of urban growth/change in both the developed and developing world.
- 3 Evaluate strategies adopted to solve urban problems in both the developed and developing world.

Recommended prior knowledge and skills

Candidates should possess good communication skills. Other knowledge, skills and experience relevant to the unit would be beneficial, such as research skills.

The previous study of Geography through Units and National Qualifications at SCQF levels 5 or 6, or other similar qualifications, is desirable but not essential. Candidates would benefit from achievement of HN Unit *Geography A: The Geography of Inequality*

Ultimately, entry is at the discretion of the centre.

General information (cont)

Credit points and level

2 Higher National Unit credits at SCQF level 7: (16 SCQF credit points at SCQF level 7*)

**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

There are opportunities to develop the Core Skills of *Communication* at SCQF level 6, *Working with Others* at SCQF level 6, *Numeracy* at SCQF level 5 and *Information and Communication Technology* at SCQF level 5 in this Unit although there is no automatic certification of Core Skills or Core Skills components.

Context for delivery

If this Unit is delivered as part of a Group Award, it is recommended that it should be taught and assessed within the subject area of the Group Award to which it contributes.

Assessment

This Unit will be assessed using two instruments of assessments, as follows:

- 1 Outcome 1 will be assessed by one closed book instrument of assessment covering all evidence requirements for that outcome
- 2 Outcomes 2 and 3 will be assessed by one open-book assessment covering all evidence requirements for both Outcomes

An exemplar instrument of assessment and marking guidelines has been produced to indicate the national standard of achievement required at SCQF level 7.

Higher National Unit specification: statement of standards

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The sections of the Unit stating the Outcomes, Knowledge and/or Skills, and Evidence Requirements are mandatory.

Where evidence for Outcomes is assessed on a sample basis, the whole of the content listed in the Knowledge and/or Skills section must be taught and available for assessment. Candidates should not know in advance the items on which they will be assessed and different items should be sampled on each assessment occasion.

Outcome 1

Explain the origin and development of settlements

Knowledge and/or Skills

- ◆ Origins of settlement – (Neolithic revolution /early settlement (Mesopotamia, Nile and Indus valleys), site and situation of early settlement
- ◆ Differences between Rural and Urban settlement
- ◆ Different ways of classifying settlements – size/form/function
- ◆ Urbanisation – definition
- ◆ Urban growth trends
- ◆ Distribution of urban settlement

Evidence Requirements

Candidates will need to provide evidence to demonstrate their Knowledge and/or Skills by showing that they can:

- ◆ Explain correctly the origin of settlements
- ◆ Describe the main differences between rural and urban settlement
- ◆ Explain the growth and distribution of urban settlement

This part of the unit will be assessed by a closed book assessment, which means candidates should be assessed without the use of notes, textbooks, VLE or other materials in a supervised setting. The knowledge and skills for Outcome 1 will be sampled in the assessment.

Higher National Unit specification: statement of standards (cont)

Unit title: Geography B: Urban Geography

Assessment Guidelines

There is a wide variety of methods of assessment that would allow candidates to meet the evidence requirements. The following are suggestions and there may be other methods that would be suitable. Centres are reminded that Prior Verification would help to ensure that the national standard is being met.

This assessment could take the form of a set of unseen structured questions requiring a response of approximately 1000 words across all questions *or* an essay, also requiring approximately 1000 words *or* an oral response to set questions requiring the candidate to respond in sustained detail for approximately 8 minutes *or* an oral presentation of approximately 8 minutes duration *or* any other method that is appropriate to meet the evidence requirements. As this is a closed book assessment, it would not be appropriate for candidates to use visual aids (such as Powerpoint presentations or posters) in the oral presentation, rather it would be sustained presentation without aid of notes. Broad guidance on the area to be assessed will be given one week prior to the assessment date. It is likely that if it is a written assessment it will take between 90 minutes and two hours to complete.

Higher National Unit specification: statement of standards (cont)

Unit title: Geography B: Urban Geography

Outcome 2

Analyse the impact of urban growth/change in both the developed and developing world.

Knowledge and/or Skills

- ◆ Structure of urban settlement in the developed and developing world
- ◆ Urban inequality (economic, social, environmental and political) and its consequences in developed and developing world cities
- ◆ Problems of growth in developed and developing world cities

Outcome 3

Evaluate strategies adopted to solve urban problems in both the developed and developing world.

Knowledge and/or Skills

- ◆ Strategies designed to improve conditions in developed world cities
- ◆ Strategies designed to improve conditions in developing world cities
- ◆ Strengths and weaknesses of strategies
- ◆ Effectiveness of strategies

Evidence Requirements for Outcomes 2 and 3

Candidates will need to provide evidence to demonstrate their Knowledge and/or Skills by showing that they can:

- ◆ explain the structure of urban settlements in the developed and developing world
- ◆ provide an analysis of economic, social, environmental and political inequality and its consequences, in urban areas of the developed and developing world
- ◆ explain the problems of urban growth in both the developed and developing world
- ◆ evaluate strategies designed to improve conditions in urban areas in the developed and developing world

Outcomes 2 and 3 will be assessed by a single open-book instrument of assessment. Candidates will be given the task at an appropriate point of delivery of the Unit.

In response to the task set, the candidate must convey complex ideas in a well-structured and coherent form.

As the assessment is open-book candidates will be allowed access to materials (eg text books, notes, VLE).

Regardless of the assessment method chosen, the candidate must submit a bibliography presented in a standard referencing format such as, Harvard.

Higher National Unit specification: statement of standards (cont)

Unit title: Geography B: Urban Geography

Assessment Guidelines

This assessment could take the form of an open-book essay with an expected candidate response of approximately 2000 words *or* an individual oral presentation *or* poster exhibition with expected candidate's response of approximately 15 minutes in presentation *or* explanation of poster *or* any other method that is appropriate to meet the evidence requirements. Candidates could also provide the evidence requirements in the form of an individual Blog *or* creation of a website, with approximately 2000 words.

Higher National Unit specification: support notes

Unit title: Geography B: Urban Geography

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 80 hours.

Guidance on the content and context for this Unit

This is one of a suite of Units that covers Geography within HNC/D Social Sciences Group Awards. This Unit leads on from *Geography A: The Geography of Inequality* and prepares candidates for *Geography C: Environmental Geography*. The Unit can be taught as a free-standing Unit or as part of the HNC/D Social Sciences Group Awards.

The history of settlement can help set the context for a much wider discussion and analysis of the process of urban growth/change, so that is what this outcome concentrate on - where were the first towns/cities, what were the geographical reasons for their growth in these specific locations and the more general factors relating to site and situation.

This should then develop into a discussion of the different types of settlement, how to classify settlement (size, function, form etc) and particularly the difference between rural and urban settlement.

Candidates should then be introduced to the concept of urbanisation by analysing global patterns of urban settlement. Global cities are very diverse and this diversity should be emphasised when looking at the roles and positions of cities in the world economy today.

In Outcome 2 the emphasis is on urban social geography. The differences in structure between developed and developing world cities could be examined using, for example, urban models (Burgess, Hoyt, Mann etc). This could lead to an examination of the inequalities within/between the different zones using specific cities as case studies eg Glasgow, Manchester or London.

Examples from the developing world should also be examined with an emphasis on inequalities. Case studies would be an appropriate medium to use for this, for example, Cairo, Rio de Janeiro, Calcutta etc.

Finally the problems caused by urban growth should be identified and summarised for both developing and developed world cities - housing, transport, employment, waste disposal etc. would all be appropriate.

Having examined issues common to both the developed and the developing world, particularly in terms of urban inequality, Outcome 3 seeks to analyse some of the solutions and evaluate their effectiveness. For the developed world, the impact of urban regeneration could be examined using case studies such as the re-development of inner city Glasgow or the redevelopment of London Docklands. For the developing world, large scale projects such as "The Greater Cairo Waste Water Project" or smaller scale self-help schemes could be examined and evaluated.

Higher National Unit specification: support notes (cont)

Unit title: Geography B: Urban Geography

Guidance on the delivery and assessment of this Unit

If this Unit is being taught as part of the HNC/D in Social Sciences opportunities may exist to integrate one or more of the Outcomes with the Sociology Units.

This Unit does not need to be taught on an outcome-by-outcome basis and candidates may benefit from a more integrated delivery. It is envisaged that much of the teaching/learning would be done by examining various case studies from both the developed and developing world. Centres could choose their own case studies depending on availability of resources and on the particular interests of candidates. Where appropriate, fieldwork could be incorporated, for example visits to contrasting zones within cities and/or re-generation projects. Candidates could also be encouraged to undertake their own research/fieldwork.

After looking at the history of settlement the rest of the unit could be delivered in a number of different ways.

The unit could be delivered by looking first at the developed world and examining:-

- ◆ Urban structure
- ◆ Urban growth/change
- ◆ Urban inequality
- ◆ Urban problems
- ◆ Solutions and their effectiveness

The same could then be done for the developing world.

Alternatively, centres could take each of the above themes and for each, compare and contrast cities in the developed and developing worlds.

Centres should structure the teaching programme to allow time for development of Core Skills and other transferable skills and for assessment practice within the notional hours suggested.

The assessment for Outcomes 2 and 3 should be combined into one open-book assessment which could be either theme or location based so candidates would either be asked to choose one main city in the developed world and one in the developing world and cover all of the themes listed above or take each of the themes above and apply each to a developed and developing world city.

Centres should design an appropriate assessment instrument based on a method that is suitable in allowing candidates to meet the evidence requirements. This can be written or oral (depending on the needs of the candidates and the organisational aspects for the Centre in choosing particular methods). If an oral method is chosen, it is recommended that Centres record this (either by DVD or digital recorder etc.) or provide assessor notes on the presentation for External Verification purposes. Oral presentations must be done individually as each candidate has to show evidence of meeting all evidence requirements, so a group presentation would not be suitable.

Higher National Unit specification: support notes (cont)

Unit title: Geography B: Urban Geography

If the Centre is using a Blog or creation of a website as the way to gather evidence, this should not be in the public domain. Rather it should be on an intranet or private area of a VLE to reduce the likelihood plagiarism. Authenticating a candidate's work is essential. It would be helpful to collect notes or PPT presentation materials from a candidate as further evidence of meeting SCQF level 7 in the presentation.

A Centre can choose to use a mixture of methods across a cohort, as it may be more suitable for some candidates to give a written response and for others to use an oral method.

Centres should make sure they can authenticate the candidate's work for Outcomes 2 and 3 (open-book). This may be done by questioning the candidate about their work, by seeing drafts of work under construction, by having partial write-up in presence of assessor or by using an anti-plagiarism tool, such as Turnitin or SafeAssign, which checks Internet sites.

Remediation for Outcome 1 could be done by oral clarification for minor omissions or to clarify minor detail. If additional information is required this can be added, as long as it is in total approximately 100 words or less per outcome. If these conditions cannot be met, then the candidate should be reassessed using a different set of questions for Outcome 1.

Remediation for Outcomes 2 and 3 should be done by a review of the original work. Candidates should be asked to hand in a complete piece of work, with amendments incorporated in the appropriate context, rather than a large add-on at the end, or asked to fully rewrite their work to a prescribed format if it did not meet requirements. Oral clarification could be used for minor omissions or to clarify minor detail. If it is thought appropriate that a candidate tackle a different topic or question, then that new submission would count as a reassessment.

In oral work, candidates can be questioned by the assessor at the end of their presentation or explanation, where minor omissions occur, or where clarity is required. This would help to reduce the need for reassessment. However, where more work is required to meet the evidence requirements (eg where the quality of evidence is poor in a presentation) another presentation of the same duration, on the same topic or question as the original would be required. Only where a different topic or question is attempted would this be classed as reassessment.

Opportunities for developing Core Skills

The delivery and assessment of this Unit may contribute towards the development of Core Skills of *Communication, Numeracy, Working with Others* and *ICT*. It can also support the development of other transferable skills, such as, essay writing, referencing, citation and bibliography skills and thinking, analytical and critical skills.

Higher National Unit specification: support notes (cont)

Unit title: Geography B: Urban Geography

It is possible to develop **Communication at SCQF level 6** if the assessment takes the form of an essay/report or oral presentation. **For written communication at SCQF level 6 the skill is: produce well structured written communication on complex topics.** To develop this skill candidates can be encouraged in both formative and summative assessment to present all essential ideas/information and supporting detail in a logical and effective order; use a structure that is organised and use paragraphing to make distinctions between facts, opinions, arguments and conclusion, use a format, layout, and word choice which are appropriate to the content and context, and use spelling, punctuation, vocabulary and sentence structures which are consistently accurate.

The candidates could be tasked with producing a written communication which presents, analyses, and evaluates a substantial body of information. These skills can be developed through formative activities, such as shorter essays on each theme (urban growth/change, problems etc) without being formally assessed for certification of Core Skill. The case studies that Centres can choose are complex so should easily fit with SCQF level 6.

It is important to develop report writing or essay-writing skills for candidates' future progression. In doing this candidates should also be encouraged to use an appropriate referencing method, such as Harvard, for any formative or summative essays. Referencing, citation and bibliography skills are best developed using the vehicle of formative essay writing. The assessment for Outcomes 2 and 3 could be a written report that would be to a prescribed format but would include the need for referencing and citation skills.

For oral communication at SCQF level 6 the skill is: produce and respond to oral communication on a complex topic. In both formative and summative assessment the candidate could be encouraged to give a detailed oral presentation on the aspects chosen for summative assessment of Outcome 1 or another aspect which could be used as formative work, as these would be sufficiently complex. The specific skills of using an appropriate level of vocabulary, consistent spoken language structures and formality, conveying all essential information, opinions, or ideas with supporting detail accurately and coherently, and with varied emphasis as appropriate and responding to others, taking account of their contributions would be developed in an oral presentation. Although a summative assessment would require individual work and individual presentation, a formative assessment could be constructed that would encourage candidates to work in a small group, with a few people contributing to the presentation. This could be on a particular location/city, with associated research, a particular subtopic or for a whole topic. This may allow a candidate to experience the demands of oral presentation before choosing this as an option for summative assessment of the Unit (if the Centre is able to give that choice).

As it is important that candidates submit a bibliography (or reference section) in a standard format, such as Harvard, for the summative assessment, even oral assessment methods should incorporate an appropriate bibliography.

Higher National Unit specification: support notes (cont)

Unit title: Geography B: Urban Geography

For the Core Skill of Information and Communication Technology at SCQF level 5 the skills are: ‘Accessing Information, use ICT independently, effectively, and responsibly to access information within a range of tasks’ and ‘Providing/Creating Information, use ICT independently, effectively, and responsibly to carry out a range of processing tasks’. This Unit can help to develop such skills by the use of mini formative presentations using PowerPoint or other ICT presentation tool that will also support the development of oral communication. Specific areas of accessing information using Internet searches or VLE use and providing and creating information can be developed in such tasks. Analysing data for the case studies in Outcomes 2 and 3 could be done using software, such as Excel Spreadsheets.

For the Core Skill of Numeracy at SCQF level 5 the skills are: ‘Using Number, apply a range of numerical skills in various everyday situations’ and ‘Using Graphical Information, interpret and communicate graphical information in everyday situations’. The case studies for Outcomes 2 and 3 lend themselves well to development of Numeracy at SCQF level 5. Candidates can be given sample calculations to work out and data presented in tables and graphs to analyse as formative work. It is possible to develop these skills alongside the work done for the Unit ‘Research and Methodology’, where calculations are part of the knowledge and skills developed. As part of the summative assessment candidates may have to work with statistical data, carry out calculations, present information in graphical form and draw conclusions based statistical information

For the Core Skill of Working with Others at SCQF level 6, the skills are ‘Working Co-operatively with Others, in complex interactions, work with others co-operatively on an activity and/or activities’, and ‘Review Co-operative Contribution, review work with others in a co-operative activity and/or activities’. Candidates will be involved in complex interactions, work with others co-operatively on an activity and/or activities, particularly researching particular case study material, which can be done as a group (although the reporting should be done individually to ensure each candidate meets all evidence requirements). It would be appropriate to encourage candidates to reflect on their own contribution to any group activity, either for formative or summative assessment.

Thinking, analytical and critical skills could be developed by posing questions at appropriate points in the delivery, enabling discussion and promoting the need for candidates to take responsibility for learning by encouraging the development of research skills via the Internet or using text books.

Higher National Unit specification: support notes (cont)

Unit title: Geography B: Urban Geography

Curriculum for Excellence

The Curriculum for Excellence aspires to place learners at the centre of the curriculum and develop their capacities as Successful Learners, Confident Individuals, Responsible Citizens and Effective Contributors. All four capacities will be developed throughout this unit.

This unit will develop the literacy and communication skills of the learners by way of formative and summative assessments. Independent learning is required throughout this unit, whilst the opportunity is available for group learning through formative tasks. The subject of geography demands analytical skills, independent thinking, and through reasoned evaluation encourages learners to reach satisfactory conclusions. Numerical skills are improved through analysing statistical and graphical data. Further opportunity is offered to develop technological skills by way of researching via the internet, the production of word documents, PowerPoint presentations, blogs and/or the creation of a website. Collectively these skills contribute towards the creation of a **Successful Learner**.

Time management skills should improve during the delivery of this Unit, as should the ability to relate to others through formative tasks. The topics in Geography B should allow the learner to develop their own thoughts of the world around them, and they will be given the opportunity to express these views within the classroom setting. This should lend to the emergence of a **Confident Individual**, particularly if they gain success in the achievement of the Unit.

Geography B can also contribute to learners becoming **Responsible Citizens** by allowing the opportunity to develop knowledge and understanding of the key urban issues in both the developed and developing world today. Candidates will be encouraged to develop a clearer understanding of how the issues have arisen, the consequences for individuals and wider society and to consider possible solutions. Furthermore, informed, ethical views of complex issues can be developed, as can an understanding of different cultures.

Learners can become **Effective Contributors** to society by learning to work together effectively in teams within the class setting. This can be achieved through group-work where they can apply critical thinking within new contexts. In planning group tasks, evaluating data and presenting their findings, learners will also develop problem solving skills. Both oral and written communication skills will also be developed. This can be achieved through written work, individual PowerPoint presentations, and the creation of blogs and websites. All these skills can be developed within the Unit. As individuals some learners may even change their attitudes and behaviour as a result of having a wider understanding of urban issues.

Higher National Unit specification: support notes (cont)

Unit title: Geography B: Urban Geography

Open learning

This Unit could be delivered by open or distance learning; however, it would require planning by the centre to ensure sufficiency and authenticity of candidate evidence.

Arrangements would have to be made to ensure that the assessment for Outcome 1 was conducted closed book and under supervision. For Outcomes 2 and 3 a written response in the form of an essay or answers to structured questions could be posted or emailed to the assessor or uploaded onto a VLE. An oral presentation could be used that would be recorded on DVD and sent to the assessor, or could be done using video-conferencing or web-link and observed by the assessor.

Disabled candidates and/or those with additional support needs

The additional support needs of individual candidates should be taken into account when planning learning experiences, selecting assessment instruments, or considering whether any reasonable adjustments may be required. Further advice can be found on our website www.sqa.org.uk/assessmentarrangements.

History of changes to Unit

Version	Description of change	Date
02	Clarification of remediation and reassessment statements.	07/11/12
03	Time for closed book assessment extended to two hours.	08/05/13

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General information for candidates

Unit title: Geography B: Urban Geography

In this Unit you will learn how and why settlements came into being, how they have changed over time and the impact of urbanisation on society. You will look at examples of urban areas from the developed and developing world, how they have grown, problems of growth and you will evaluate strategies designed to reduce these problems.

Throughout the Unit the emphasis will be on understanding, analysing and evaluating.

There are two assessments in this unit.

Outcome 1:

This part of the Unit will be assessed by a closed book assessment, which means you will be assessed without the use of notes, textbooks, VLE or other materials in a supervised setting. This could take the form of a set of unseen structured questions requiring a response of approximately 1000 words across all questions *or* an essay, also requiring approximately 1000 words *or* an oral response to set questions requiring you to respond in sustained detail for approximately 8 minutes *or* an oral presentation of approximately 8 minutes duration *or* another method decided by your Centre. Your centre will inform you of the chosen method in good time. You will know the broad area to be assessed one week prior to the assessment date. It is likely that if it is a written assessment it will take between 90 minutes and two hours to complete.

Outcomes 2 and 3:

You will then have the opportunity to extend your studies on the topics covered in the unit by completing an assessment task. The assessment will be *open-book*. This means that you will be allowed access to materials (eg text books, notes, VLE). This assignment will be completed in your own time. A feedback session with your tutor/lecturer will ensure the authenticity of your work.

The assignment will be handed at an appropriate point in the delivery to be completed at a date specified by your lecturer. It could be submitted as a written report *or* an oral presentation based on a prescribed format given by your lecturer.

It is expected that a written response will be approximately 2,000 words and an oral presentation would be approximately 15 minutes in duration.

As you progress through the unit material, you will be encouraged to develop the Core Skills of *Communication* at SCQF level 6, *Working with Others* at SCQF level 6, *Numeracy* at SCQF level 5 and *Information and Communication Technology* at SCQF level 5.

You will also be given opportunities throughout the Unit to develop as a successful learner, a confident individual, a responsible citizen and an effective contributor.