



Higher National Unit Specification

General information

Unit title: Geography D: Geography Today (SCQF level 8)

Unit code: FJ3C 35

Superclass: RF

Publication date: November 2018

Source: Scottish Qualifications Authority

Version: 02

Unit purpose

This unit is designed to develop learners' research and evaluation skills. Learners will be able to analyse a theory and/or article and evaluate its relevance to geography today. This unit is intended for learners who have a basis and knowledge of geography and wish to further develop this in a practical way.

Outcomes

On successful completion of the unit the learner will be able to:

- 1 Critically evaluate a relevant geographical theory/article.
- 2 Explain the relevance of the theory/article to geography today.

Credit points and level

1 Higher National Unit credit(s) at SCQF level 8: (8 SCQF credit points at SCQF level 8)

Recommended entry to the unit

Learners should possess good communication skills. Other knowledge, skills and experience relevant to the unit would be beneficial.

In addition, learners would benefit from achievement of HN Unit *Geography A: The Geography of Inequality*, HN Unit *Geography B: Urban Geography* and HN Unit *Geography C: Environmental Geography*.

Ultimately, entry is at the discretion of the centre.

Higher National Unit Specification: General information (cont)

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Core Skills

Achievement of this Unit gives automatic certification of the following Core Skills component:

Core Skill component Critical Thinking at SCQF level 6

There are also opportunities to develop aspects of Core Skills which are highlighted in the Support Notes of this Unit specification.

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.

This unit is in the optional section of the HND Social Sciences award. It can also be offered as a stand-alone unit.

Equality and inclusion

This unit specification has been designed to ensure that there are no unnecessary barriers to learning or assessment. The individual needs of learners should be taken into account when planning learning experiences, selecting assessment methods or considering alternative evidence.

Further advice can be found on our website www.sqa.org.uk/assessmentarrangements.

Higher National Unit Specification: Statement of standards

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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 SQA.

Outcome 1

Critically evaluate a relevant geographical theory/article.

Knowledge and/or skills

- ◆ Ability to select an appropriate geographical theory/article
- ◆ Critical evaluation skills in relation to the geographical theory/article

Outcome 2

Explain the relevance of the theory/article to geography today.

Knowledge and/or skills

- ◆ Relevant and appropriate geographical knowledge to set the theory/article in context
- ◆ The relevance of the geographical theory/article to geographical knowledge today

Evidence requirements for this unit

Learners will need to provide evidence to demonstrate their knowledge and/or skills across all outcomes by showing that they can:

- ◆ select an appropriate article/theory
- ◆ explain the overview of the article/theory
- ◆ contextualize the theory/article
- ◆ analyse and critically evaluate the content of the theory/article
- ◆ describe the relevance of the theory/article to geography today, include the use of other theories/articles
- ◆ report the findings and conclusions

Note: the geographical theory/article must cover a geographical topic that the learner has studied in previous Higher National Geography Units.

The learner should choose an appropriate geographical article/theory and setting it in context of previous studies, analyse its content. This should then be evaluated in terms of its relevance to geography today. Other geographical theories/articles should be used which either support the chosen article/theory or which provide an alternative viewpoint.

The learner's response must contain evidence of all aspects of the knowledge and skills sections for Outcomes 1 and 2.

Higher National Unit Specification: Statement of standards (cont)

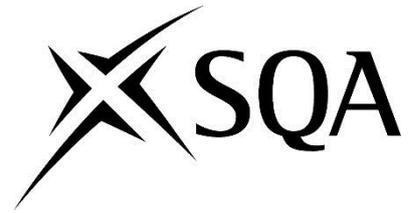
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This unit will be holistically assessed by a single instrument of assessment covering all unit outcomes. This will take the form of one open-book assessment handed out or negotiated at an appropriate point in the delivery of the unit (generally near the start of the unit) and a submission date set. The assessment should test critical and evaluative skills.

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

A written response should be 2,000 words approximately; an oral response should be 12–15 minutes in duration.

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



Higher National Unit Support Notes

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Unit support notes are offered as guidance and 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 belongs to a suite of Geography units within HNC and HND Social Sciences Group Awards. This unit leads on from *Geography A: The Geography of Inequality*, *Geography B: Urban Geography* and *Geography C: Environmental Geography*. The unit can be delivered as a stand-alone unit or as part of the HND Social Sciences Group Award.

This unit is designed to give learners the opportunity to evaluate in depth one geographical article/theory. The **topic** of the article/theory should be negotiated with the learner and should come from previous HN Geography units (Geography A, B or C). It could be, for example, an article on:

- ◆ Global warming
- ◆ Urban regeneration
- ◆ Shanty towns
- ◆ Globalisation (if a global context was chosen in *Geography A: The Geography of Inequality*)
- ◆ UK Inner City deprivation (if a UK context was chosen in *Geography A: The Geography of Inequality*)
- ◆ Or any other suitable topic covered in previous units

If centres/learners would prefer to examine a specific theory, there are many suitable examples including: Christaller's central place theory, urban models (Burgess, Hoyt, Mann, etc), Malthus' theories on population growth and food supply, etc.

Regardless of whether an article or theory is chosen, learners would set this in context of previous studies and examine its relevance to geography today.

Depending on the availability of resources and/or the needs and preferences of the group, the same topic and/or theory/article could be chosen by everyone but it is expected that each learner would use a different selection of articles/theories to support their findings.

Guidance on approaches to delivery of this unit

While this is an intellectually challenging and stimulating unit it is, however, also one that presents learners with the opportunity to expand and develop critical geographical skills appropriate for higher level study.

Higher National Unit Support Notes (cont)

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Given that the purpose of the unit is to critically evaluate and assess a geographical theory/article it would be appropriate for delivering lecturers to draw up a short list of suitable topics for investigation from which learners would make a choice. Learners should make their choice in discussion with their lecturer. This will allow for both learner 'freedom' to choose a particular area of interest, and lecturer input, guidance and support to be achieved. Given the higher order nature of this task there will need to be a degree of 'structured guidance' from tutors.

After initial briefing sessions, learners would be expected to undertake most of the work themselves with the tutor providing advice and support. Once the topic has been chosen, a suitable article/theory must be selected. The tutor should ensure that the article/theory is sufficiently complex/in-depth to allow the learner to successfully complete the given task.

Once the learners have outlined their theory/article and set it in context of previous studies, it should be analysed, for example if it is a theory, what are the strengths and weaknesses of the theory, in what contexts can it be applied, is it still applicable today? If it is an article, is there any particular viewpoint, what is the author's stance, does it appear to be biased in any way, etc?

In order to support their findings, learners should try to find articles/theories with similar/differing viewpoints. These should be used to examine the relevance to geography today.

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.

Guidance on approaches to assessment of this unit

Evidence can be generated using different types of assessment. The following are suggestions only. There may be other methods that would be more suitable to learners.

This assessment could take the form of an open-book report with an expected learner response of approximately 2,000 words *or* an individual oral presentation *or* poster exhibition with expected learner's response of 12–15 minutes in presentation or explanation of poster *or* any other method that is appropriate to meet the evidence requirements. Learners could also provide the evidence requirements in the form of an individual blog or creation of a website, with approximately 2,000 words. It is important that it is designed with an agreed format to meet all knowledge and skills required across all outcomes.

Centres are reminded that prior verification of centre-devised assessments would help to ensure that the national standard is being met. Where learners experience a range of assessment methods, this helps them to develop different skills that should be transferable to work or further and higher education.

Tutors should make learners aware of the importance of the judicious selection of appropriate academic sources. They should be encouraged to choose academic sources rather than generic search engines, to enable them to be more confident of information, particularly as this unit is at SCQF level 8.

Higher National Unit Support Notes (cont)

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Centres should design an appropriate assessment instrument based on a method that is suitable in allowing learners to meet the evidence requirements. This can be written or oral (depending on the needs of the learners 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 learner has to show evidence of meeting all evidence requirements, so a group presentation would not be suitable.

A centre can choose to use a mixture of methods across a cohort, as it may be more suitable for some learners to give a written response and for others to use an oral method. The time across all the evidence requirements covered would be 12–15 minutes (not 12–15 minutes each for the poster and for the oral presentation, but rather combining both in the time). They should also be done on the same occasion. Whichever method is chosen the learners should be allowed access to notes, text books or other materials, as the assessment must be conducted open-book.

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

If the centre is using a blog or creation of a website as the way of gathering 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 of plagiarism.

Remediation should be done by a review of the original work. Learners 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 learner tackle a different topic or question, then that new submission would count as a re-assessment.

In oral work, learners 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 re-assessment. 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 re-assessment.

Opportunities for e-assessment

E-assessment may be appropriate for some assessments in this unit. By e-assessment we mean assessment which is supported by Information and Communication Technology (ICT), such as e-testing or the use of e-portfolios or social software. Centres which wish to use e-assessment must ensure that the national standard is applied to all learner evidence and that conditions of assessment as specified in the evidence requirements are met, regardless of the mode of gathering evidence. The most up-to-date guidance on the use of e-assessment to support SQA's qualifications is available at www.sqa.org.uk/e-assessment.

Higher National Unit Support Notes (cont)

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Opportunities for developing Core and other essential skills

The delivery and assessment of this unit may contribute towards the development of Core Skills in *Communication* and *Information and Communication Technology (ICT)*. It can also support the development of other transferable skills, such as, essay/report writing, referencing, citation and bibliography skills and thinking, analytical and critical skills.

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 learners 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. It is part of the evidence requirements for the unit to ensure learners convey complex ideas in a well-structured and coherent way. This can be stressed in delivery and in formative work, as well as being considered in summative assessment.

The learners could be tasked with producing a written communication, such as a report, which presents, analyses, and evaluates a substantial body of information. These skills can be developed through formative activities, such as providing an essay on the background to the chosen topic without being formally assessed for certification of the Core Skill. The topics 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 learners' future progression. In doing this, learners should also be encouraged to use an appropriate referencing method, such as Harvard, for any formative or summative reports. Referencing, citation and bibliography skills are best developed using the vehicle of formative essay or report writing. It is hoped learners will have been introduced to these skills by undertaking *Geography A, B* or *C* Units. This unit is useful for consolidation of the skills. The assessment for the unit 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 learner could be encouraged to give a detailed oral presentation on the topic chosen for summative assessment of this unit as this 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 learners to work in a small group, with a few people contributing to the presentation. This could be on a specific theory/article agreed by the whole group. This may allow a learner 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).

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As it is important that learners 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.

For the Core Skill of *Information and Communication Technology (ICT)* 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.

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 topic(s) chosen in *Geography D* 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 lead to the emergence of a **Confident Individual**, particularly if they gain success in the achievement of the unit.

Geography D can also contribute to learners becoming **Responsible Citizens** by allowing the opportunity to develop in-depth knowledge and understanding of a key geographical issues relevant to the world today. Learners will be encouraged to develop a clearer understanding of how the issue(s) 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 their chosen topic.

Higher National Unit Support Notes (cont)

Unit title: Geography D: Geography Today (SCQF level 8)

The Critical Thinking component of Problem Solving at SCQF level 6 is embedded in this unit. When a learner achieves the unit, their Core Skills profile will also be updated to include this component.

History of changes to unit

Version	Description of change	Date
02	Core Skills Component Critical Thinking at SCQF level 6 embedded.	30/11/18

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General information for learners

Unit title: Geography D: Geography Today (SCQF level 8)

This section will help you decide whether this is the unit for you by explaining what the unit is about, what you should know or be able to do before you start, what you will need to do during the unit and opportunities for further learning and employment.

This unit aims to develop your research and evaluation skills. You will choose a particular Geographical theory/article on a topic already studied in HN unit *Geography A: The Geography of Inequality*; HN unit *Geography B: Urban Geography* or HN unit *Geography C: Environmental Geography*. You will analyse the theory/article and evaluate its relevance to geography today.

Your tutor will work closely with you to identify appropriate material and to provide on-going support.

The task will be conducted partly in structured class time and partly in your own time and will be detailed work. The assessment will be open-book. This means that you will be allowed access to materials (eg, text books, notes, VLE).

The task will be handed out to be completed at a date specified by your lecturer. It should be completed according to a prescribed format and 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 12–15 minutes in duration. You may also be allowed to provide the evidence requirements in the form of an individual blog or creation of a website, with approximately 2,000 words. It is important that it is designed with an agreed format to meet all knowledge and skills required across all outcomes. Your lecturer will inform you of which method(s) your centre will support.

A feedback session with your tutor/lecturer will ensure the authenticity of your work. As you progress through the unit material, you will be encouraged to develop the core skills of *Communication* at SCQF level 6 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.

The Critical Thinking component of Problem Solving at SCQF level 6 is embedded in this unit. When a learner achieves the unit, their Core Skills profile will also be updated to include this component.