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## Geography: Human Environments

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

**Unit code:** H27H 75

### Unit outline

The general aim of this Unit is to develop the learner's geographical skills and techniques in the context of human environments. Learners will draw on knowledge and understanding of various aspects of the human environment through the comparative study of developed and developing countries drawn from a global context.

Learners who complete this Unit will be able to:

- 1 Use a range of research skills applied to developed and developing countries
- 2 Draw on detailed knowledge and understanding of human environments in developed and developing countries

This Unit is available as a free-standing Unit. The Unit Specification should be read in conjunction with the *Unit Support Notes* which provide advice and guidance on delivery, assessment approaches and development of skills for learning, skills for life and skills for work. Exemplification of the standards in this Unit is given in the *Unit Assessment Support*.

### Recommended entry

Entry to this Unit is at the discretion of the centre. However, learners would normally be expected to have attained the skills, knowledge and understanding required by one or more of the following or equivalent qualifications and/or experience:

- ◆ National 4 Geography Course or relevant component Units

## **Equality and inclusion**

This Unit Specification has been designed to ensure that there are no unnecessary barriers to learning or assessment. The individual needs of learners should be taken into account when planning learning experiences, selecting assessment methods or considering alternative evidence. For further information, please refer to the *Unit Support Notes*.

# Standards

## Outcomes and Assessment Standards

### Outcome 1

The learner will:

- 1 Use a range of research skills applied to developed and developing countries by:**
  - 1.1 Collecting detailed geographical information effectively in at least two ways
  - 1.2 Interpreting geographical information from at least two sources of information in order to make detailed comparisons

If Units are taken as a part of a Course, then the evidence for 'mapping skills', 'research skills' and 'skills in the use of graphical and numerical information' may be presented in the context of any of the three Units of the Course.

### Outcome 2

The learner will:

- 2 Draw on detailed knowledge and understanding of human environments in developed and developing countries by:**
  - 2.1 Explaining, in detail, a human development issue in a developed and a developing country
  - 2.2 Explaining, in detail, the factors influencing population distribution and change in developed or developing countries
  - 2.3 Explaining, in detail, land use change in an urban area and a rural area in a developed or a developing country

## Evidence Requirements for the Unit

Assessors should use their professional judgement, subject knowledge and experience, and understanding of their learners, to determine the most appropriate ways to generate evidence and the conditions and contexts in which they are used.

Evidence is required to show that the learner has met the Outcomes and Assessment Standards.

Where research skills are being assessed in the context of this Unit, a range of research skills may be used in Outcome 1 to collect information, such as the use of: fieldwork, field sketches, photographs, maps, graphs, secondary data, internet, questionnaires and field work surveys.

A limited range of human development issues should be studied which demonstrate a contrast between a developed and a developing country. However, learners need only demonstrate achievement of Assessment Standards in one context. Issues may be chosen from a range of social and human environment issues.

Evidence may be presented for individual Outcomes or gathered for the Unit.

Exemplification of assessment is provided in the *Unit Assessment Support*. Advice and guidance on possible approaches to assessment is provided in the *Unit Support Notes*.

# Development of skills for learning, skills for life and skills for work

It is expected that learners will develop broad, generic skills through this Unit. The skills that learners will be expected to improve on and develop through the Unit are based on SQA's *Skills Framework: Skills for Learning, Skills for Life and Skills for Work* and drawn from the main skills areas listed below. These must be built into the Unit where there are appropriate opportunities.

## **1 Literacy**

1.1 Reading

## **2 Numeracy**

2.3 Information handling

## **4 Employability, enterprise and citizenship**

4.6 Citizenship

## **5 Thinking skills**

5.3 Applying

5.4 Analysing and evaluating

Amplification of these is given in SQA's *Skills Framework: Skills for Learning, Skills for Life and Skills for Work*. The level of these skills should be at the same SCQF level of the Unit and be consistent with the SCQF level descriptor. Further information on building in skills for learning, skills for life and skills for work is given in the *Unit Support Notes*.

# Administrative information

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**Published:** December 2017 (version 1.0)

**Superclass:** RF

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## History of changes to National Unit Specification

Version	Description of change	Authorised by	Date

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Note: readers are advised to check SQA's website: [www.sqa.org.uk](http://www.sqa.org.uk) to ensure they are using the most up-to-date version of the Unit Specification.

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