



## Geography: Global Issues (National 3)

**SCQF:** level 3 (6 SCQF credit points)

**Unit code:** H27J 73

### Unit outline

The general aim of this Unit is to develop numerical and graphical information handling skills and a basic knowledge and understanding of key aspects of global geographical/environmental issues.

Learners who complete this Unit will be able to:

- 1 Use numerical or graphical information in the context of global geographical/environmental issues
- 2 Draw on basic knowledge and understanding of global geographical/environmental issues

This Unit is a mandatory Unit of the National 3 Geography Course and is also available as a free-standing Unit. The Unit Specification should be read in conjunction with the *Unit Support Notes* which provide advice and guidance on delivery, assessment approaches and development of skills for learning, skills for life and skills for work. Exemplification of the standards in this Unit is given in 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 2 Social Subjects Course or relevant component Units

In terms of prior learning and experience, relevant experiences and outcomes may also provide an appropriate basis for doing this 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. For further information, please refer to the *Unit Support Notes*.

# Standards

## Outcomes and Assessment Standards

### Outcome 1

The learner will:

- 1 Use numerical or graphical information in the context of global geographical/environmental issues by:**
  - 1.1 Extracting geographical information from a numerical or graphical source
  - 1.2 Interpreting a limited range of geographical information from a numerical or graphical source to reach a basic conclusion

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 basic knowledge and understanding of global geographical/environmental issues by:**
  - 2.1 Briefly describing key features of a global geographical issue
  - 2.2 Briefly describing causes of a global geographical issue
  - 2.3 Briefly describing effects of a global geographical issue

## Evidence Requirements for the Unit

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

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

Learners only need to be assessed in one context in order to demonstrate achievement of the Assessment Standards. Good teaching and learning will provide appropriate depth and breadth through the study of at least two global issues.

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

Assessment evidence can be drawn from a variety of activities and presented in a variety of formats, including, for example, presentations, posters, brief written responses to questions, and participation in group tasks. All of the evidence does not need to be from the one activity, but can be assembled from a variety of tasks and assessments carried out during the duration of the Course.

Evidence may be presented for individual Outcomes or gathered for the Unit, Units or Course as a whole by combining assessment holistically.

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

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

It is expected that learners will 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**

5.2 Understanding

5.3 Applying

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:** August 2015 (version 2.1)

**Superclass:** RF

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## History of changes to National Unit Specification

Version	Description of change	Authorised by	Date
1.1	Minor typos corrected, consistency in use of 'geographical'	Qualifications Development Manager	June 2013
2.0	Assessment Standards amended to provide clarity and reduce the amount of assessment evidence required. Insertion of: '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.'	Qualifications Manager	April 2015
2.1	Re-wording of Outcome 1 to reduce the amount of assessment evidence required.	Qualifications Manager	August 2015

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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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