

National Unit Specification: general information

UNIT Geology and Scenery (Intermediate 1)

NUMBER D244 10

COURSE Geology (Intermediate 1)

SUMMARY

This unit seeks to provide candidates with an introduction to the study of processes which shape the surface of the Earth. Candidates will acquire knowledge and understanding of weathering; the work of water, ice and wind; and the effects of rock structures and changing sea levels. Skills of problem solving, observation, recording and interpretation will be developed. The study of scenery will enhance environmental awareness.

OUTCOMES

- 1 Demonstrate knowledge and understanding related to geology and scenery.
- 2 Solve problems related to geology and scenery.

RECOMMENDED ENTRY

Entry is at the discretion of the centre.

CREDIT VALUE

1 credit at Intermediate 1.

Administrative Information

Superclass: RF

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National Unit Specification: general information (cont)

UNIT Geology and Scenery (Intermediate 1)

CORE SKILLS

This unit gives automatic certification of the following:

Complete core skills for the unit	None
Core skills components for the unit	Critical Thinking Int 1
	Using Graphical Information Int 1

Additional information about core skills is published in *Automatic Certification of Core Skills in National Qualifications* (SQA, 1999).

National Unit Specification: statement of standards

UNIT Geology and Scenery (Intermediate 1)

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 related to geology and scenery.

Performance criteria

- (a) The processes and products of physical and chemical weathering are correctly described.
- (b) The processes by which water, ice and wind erode, transport and deposit material are correctly described.
- (c) Landforms produced by weathering, erosion and deposition are correctly identified and described.
- (d) Rock structures are correctly identified.
- (e) The effects of rock type and structure on scenery are correctly described.
- (f) The effects of relative sea level changes on landscape are correctly described.

Evidence requirements

Evidence is produced from a closed book test which demonstrates successful achievement of all of the above performance criteria.

OUTCOME 2

Solve problems related to geology and scenery.

Performance criteria

- (a) Relevant information is selected and presented in an appropriate format.
- (b) Information is accurately processed using calculations where appropriate.
- (c) Valid conclusions are drawn and explanations given are supported by evidence.
- (d) Predictions and generalisations are made based on the available evidence.

Evidence requirements

Evidence is produced from a closed book test which demonstrates successful achievement of all of the above performance criteria, including the interpretation and communication of graphical information at an appropriate level. With reference to PCs (c) and (d), the candidate's answers must show that the main features of the situation have been recognised and a suitable approach selected to deal with it.

National Unit Specification: support notes

UNIT Geology and Scenery (Intermediate 1)

This part of the unit specification is offered as guidance. The support notes are not mandatory.

While the 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, and on learning and teaching approaches, is given in the table in the Content section of the course details.

GUIDANCE ON APPROACHES TO ASSESSMENT FOR THIS UNIT

Outcomes 1 and 2 will be assessed by means of an integrated end of unit test. The end of unit test has no specified mark allocation. However, the following approximate percentage mark allocations are recommended. (Note that the numbers given express a ratio of marks allocated. Candidates would not be expected to undertake test items with the actual mark allocations shown.)

Outcome 1	(knowledge and understanding)	60%
PC:		
(a)	Physical and chemical weathering.	(4)
(b)	Erosion, transport and deposition by rivers, the sea, ice and wind.	(12)
(c)	Landforms produced by weathering, erosion and deposition.	
	Weathering.	(4)
	Erosion by rivers, sea, ice and wind.	(12)
	Deposition by rivers, sea, ice and wind.	(12)
(d)	Rock structures.	(4)
(e)	The effects of rock type and structure on scenery.	(6)
(f)	The effects of relative sea level changes on landscape.	(6)
Outcome 2	(problem solving)	40%
PC:		
(a)	Selecting and presenting information.	(6)
(b)	Processing information.	(10)
(c)	Drawing conclusions and giving explanations.	(16)
(d)	Making predictions and generalisations.	(8)

Test items should be constructed to allow candidates to generate evidence relating to the performance criteria as follows:

- (a) Selecting, presenting and processing information
 - Sources of information include text; straightforward tables, diagrams, charts and graphs; numerical information.
 - Formats of presentation include written responses; straightforward tables, diagrams, charts and graphs.
- (b) Calculations include totals, differences, averages, ratios and percentages.
- (c) From information given, candidates should be able to draw straightforward conclusions with explanations supported by the evidence
- (d) From given situations, candidates should be able to make simple predictions and generalisations eg by generalising the relationship between the flow of a river and particle size.

National Unit Specification: support notes (cont)

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SPECIAL NEEDS

This unit specification is intended to ensure that there are no artificial barriers to learning or assessment. Special needs of individual candidates should be taken into account when planning learning experiences, selecting assessment instruments or considering alternative outcomes for units. For information on these, please refer to the SQA document *Guidance on Special Assessment and Certification Arrangements for Candidates with Special Needs/Candidates whose First Language is not English* (SQA, 1998).