

Geography: Human Environments

SCQF: level 6 (6 SCQF credit points)

Unit code: J2EJ 76

Unit outline

The general aim of this Unit is to develop learner's geographical skills in a range of human environment contexts. Learners will develop and apply knowledge and understanding of the processes and interactions at work within human environments on a local, regional and global scale.

Learners who complete this Unit will be able to:

- 1 Use a range of research skills and techniques in human environment contexts
- 2 Draw on and apply knowledge and understanding of the processes and interactions at work within human environments

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 *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 5 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 and techniques in human environment contexts by:**
 - 1.1 Justifying suitable sources of geographical information
 - 1.2 Collecting geographical information using at least two gathering techniques, including fieldwork where possible
 - 1.3 Processing geographical information using a range of techniques
 - 1.4 Analysing geographical information

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 and apply knowledge and understanding of the processes and interactions at work within human environments by:**
 - 2.1 Explaining, in detail, a process/interaction at work within urban environments in a developed or a developing country
 - 2.2 Explaining, in detail, a process/interaction at work within rural environments in a developed or a developing country
 - 2.3 Explaining, in detail, a complex issue relating to human environments 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.

If 'research skills' are being assessed in the context of this Unit; a variety of research methods may be used in Outcome 1; one of which should be fieldwork where possible. Other research methods which may be used to demonstrate achievement of the Outcome are: surveys, questionnaires, population maps and pyramids, field sketches, photographs, graphs, diagrams, etc.

If this Unit is taken as part of a Course, mapping skills and skills in the use of numerical and graphical information may be used instead of research skills to generate evidence of successful achievement of the Outcome.

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*.

Assessment standard thresholds

If a candidate successfully meets the requirements of the specified number of Assessment Standards they will be judged to have passed the Unit overall and no further re-assessment will be required.

The specific requirements for this Unit is as follows:

- ◆ Assessment Standards 1.1, 1.2, 1.3, 2.1 and 2.2 must be achieved.
- ◆ To ensure that Outcome 2 can be achieved, both a developed and a developing country must be covered across the Assessment Standards, ie if a developed country is covered in Assessment Standard 2.1 then the evidence for Assessment Standard 2.2 must refer to a developing country and vice-versa.

It should be noted that there will still be the requirement for candidates to be given the opportunity to meet all Assessment Standards. The above threshold has been put in place to reduce the volume of re-assessment where that is required.

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

Published: July 2019 (version 4.0)

Superclass: RF

History of changes to National Unit Specification

Version	Description of change	Authorised by	Date
1.1	Assessment Standards amended to reduce over-assessment.	Qualifications Development Manager	April 2014
2.0	Assessment Standards 1.1, 2.1, 2.2 and 2.3 amended to provide clarity and reduce the amount of assessment evidence required.	Qualifications Manager	April 2015
2.1	Assessment Standard 1.1 amended to reduce the amount of assessment evidence required — 'identifying and justifying' changed to 'justifying'.	Qualifications Manager	August 2015
3.0	Level changed from Higher to SCQF level 6. Assessment standard threshold added.	Qualifications Manager	
4.0	Unit code updated.	Qualifications Manager	July 2019

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