



Geographical Issues (Advanced Higher) Unit

SCQF: level 7 (8 SCQF credit points)

Unit code: to be advised

Unit outline

The general aim of this Unit is to develop critical thinking and the ability to evaluate viewpoints using evidence from a range of sources on complex, current geographical issues.

Learners who complete this Unit will:

- 1 Critically evaluate viewpoints using evidence from a range of sources relating to complex, current geographical issues

This Unit is a mandatory Unit of the Advanced Higher 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 *Unit Assessment Support*.

The *Course Assessment Specification* for the Advanced Higher Geography Course gives further mandatory information on Course coverage for learners taking this Unit as part of the Advanced Higher Geography Course.

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:

- ◆ Higher Geography Course or relevant component Unit

- ◆ Higher Environmental Science 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 Critically evaluate viewpoints using evidence from a range of sources relating to complex, current geographical issues by:**
 - 1.1 Objectively summarising a range of viewpoints on a complex geographical issue
 - 1.2 Evaluating a range of viewpoints, using evidence, to assess the degree of credibility and balance
 - 1.3 Reaching a reasoned conclusion supported by evidence about a complex 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 candidate has met the Outcomes and Assessment Standards.

Candidates are required to produce a critical evaluation about a complex geographical issue. The critical evaluation will be based on sources containing differing viewpoints about a particular geographical issue. The viewpoints do not need to be radically different from each other or even necessarily opposed, but they should provide sufficient variation for candidates to write a critical evaluation.

Evidence may be presented for individual Assessment Standards or gathered for the Unit 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 *Course and 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

1.2 Writing

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 as 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: April 2013 (version 1.0)

Superclass: to be advised

History of changes to National Unit Specification

Version	Description of change	Authorised by	Date

© Scottish Qualifications Authority 2013

This specification may be reproduced in whole or in part for educational purposes provided that no profit is derived from reproduction and that, if reproduced in part, the source is acknowledged. Additional copies of this Unit can be downloaded from SQA's website at www.sqa.org.uk.

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