

National 3 Geography Course Support Notes



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Please refer to the note of changes at the end of this document for details of changes from previous version (where applicable).

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Introduction

These support notes are not mandatory. They provide advice and guidance on approaches to delivering and assessing the National 3 Geography Course. They are intended for teachers and lecturers who are delivering the Course and its Units. They should be read in conjunction with the *Course Specification* and the Unit Specifications for the Units in the Course and the Unit assessment support packs.

General guidance on the Course

Aims

The purpose of this Course is to develop knowledge and understanding of the ways in which people and the environment interact in response to physical and human processes at local, national, international and global scales. The Course will develop a range of geographical skills and techniques. Learners will acquire a geographical perspective on environmental and social issues and concern for the environment and sustainable development. This will be achieved through successful study of the Course Units.

This Course can help create informed and active citizens by helping learners develop a greater understanding of the human and physical processes which have an impact on their environment. Learners will develop skills which are transferable to other areas of study and which they will use in everyday life.

Progression into this Course

Entry to this Course is at the discretion of the centre. Learners will require appropriate literacy and numeracy skills in order to overtake the requirements of this Course.

Experiences and outcomes

Learners who have completed relevant Curriculum for Excellence experiences and outcomes will find these an appropriate basis for doing the Course.

The experiences and outcomes for Social Studies: People, place and environment may provide an appropriate basis for entry to the National 3 Geography Course. It should be noted that, although these experiences and outcomes provide a general background which is relevant to this Course, there is no direct match between the experiences and outcomes and the requirements of this Course.

Learners may also have relevant skills and knowledge gained through other education systems or from their own interests and informal learning. When considering whether this Course is appropriate for a particular learner, teachers/lecturers should refer to the skills, knowledge and understanding described below, and the Outcomes and Assessment Standards. Taken together these provide an overall picture of the level of demand.

Skills, knowledge and understanding covered in this Course

This section provides further advice and guidance about skills, knowledge and understanding that could be included in the Course.

Teachers and lecturers should refer to the National 3 Geography *Course Specification* for mandatory information about the skills, knowledge and understanding to be covered in this Course.

Within this mandatory specification, Course planners have considerable flexibility to select coherent contexts which will stimulate and challenge their learners, offering both breadth and depth.

The mandatory skills and knowledge will be developed throughout the Course. The table below shows where there are significant opportunities to develop these in the individual Units. It should be noted that although skills are assigned to each Unit for assessment purposes, there are teaching and learning opportunities for all skills to be developed in each Unit. Where Units are taken as a part of a Course, then the evidence for mapping skills, research skills and skills in the use of graphical or numerical information may be presented in the context of any of the three Units of the Course.

Mandatory skills and knowledge	Physical Environments	Human Environments	Global Issues
Use mapping skills	✓	✓	✓
Use research skills	✓	✓	✓
Use numerical or graphical information	✓	✓	✓
Knowledge and understanding of physical environments	✓	✓	✓
Knowledge and understanding of human environments	✓	✓	✓
Knowledge and understanding of global issues	✓	✓	✓

- ✓ Main focus of Unit
- ✓ Opportunity to reinforce skills, knowledge and understanding

Progression from this Course

This Course may provide progression to Units or Courses in related social subjects or science in school and further education contexts. In particular it provides progression to the National 4 Geography Course.

Hierarchies

Hierarchy is the term used to describe Courses and Units which form a structured sequence involving two or more SCQF levels.

Geography Units and Courses are offered from SCQF level 3 to SCQF level 7. Vertical progression is possible through the levels of Geography qualifications and lateral progression is possible to other qualifications in the social studies or science suites of Courses.

The Units have been written in a hierarchical format, to facilitate multi-level delivery, allow for learners to achieve at their highest level and allow for achievement at a lower level, if necessary. This has been accompanied with considerable flexibility in topics and contexts for learning, to facilitate personalisation and choice for learners and centres. Through all of the Units of the Course there are options and choices of contexts for learning to allow for new and stimulating contexts for learning to be built into Courses.

The hierarchical nature of Geography Courses and Units allows the delivery of National 3 and National 4 together. Teachers/lecturers will wish to consider how best to ensure all learners are able to work to their full potential. The choice of appropriate case studies and examples, use of group work, use of language and use of terminology appropriate to the level and flexibility in the method of presentation are all approaches which may differentiate tasks. The degree of choice and flexibility within the Course allows for new areas of study for learners who progress from one level to another and ensures that learners are not required to repeat content from one level to the next. Differentiation can be achieved through the use of more complex sources of evidence and greater depth of treatment of common issues or topics.

Learning should be progressive and not repetitive as learners progress through the levels. It is important that any content in a Course and/or Unit at one particular SCQF level is not repeated excessively if a learner progresses to the next level of the hierarchy. The skills and knowledge should be able to be applied to new content and contexts to enrich the learning experience. This is for centres to manage.

Further information is available at: www.sqa.org.uk/rpa/

Approaches to learning, teaching and assessment

Detailed advice and exemplification of how to generate evidence through teaching and learning approaches can be found in the following *Unit Support Notes* for National 3 Geography:

- ◆ Geography: Physical Environments
- ◆ Geography: Human Environments
- ◆ Geography: Global Issues

National 3 Geography has been developed to reflect Curriculum for Excellence values, purposes and principles. The approach to learning and teaching developed by individual centres should reflect these principles. Geography provides rich opportunities for learners to learn outside the classroom and develop a knowledge and understanding of their local environment. Centres should incorporate outside learning and fieldwork into their Courses where possible. The study of global geographic and environmental issues will provide opportunities for learners to consider the impact of these issues and developments on their own lives both now and in the future.

Centres should design Courses to encourage active and experiential learning. A range of teaching and learning approaches should be adopted to meet the specific needs of individual learners. Individual work, group work and whole class activities should be used as appropriate. Centres should use opportunities presented by the Course and its Units to develop a range of geographical skills and techniques, in particular fieldwork. The local environment will provide a range of opportunities to develop and apply geographical skills. A range of assessment methods should be used to best reflect the abilities of learners, and centres should use opportunities to collect naturally occurring evidence to demonstrate achievement of Unit Outcomes.

Learning about Scotland and Scottish culture will enrich the learner's learning experience and help them to develop the skills for learning, skills for life and skills for work they need to prepare them for taking their place in a diverse, inclusive and participative Scotland and beyond. Where there are opportunities to contextualise approaches to learning and teaching to Scottish contexts, teachers and lecturers should do this.

It is important to stress that particular skills have been allocated to individual Units for assessment purposes only. This is to avoid over-assessment. The skills, however, should be developed and practised across all the Units and are transferable to all three Units. The Course overall is intended to develop all the skills outlined in the *Course Specification*.

In Geography, 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 or numerical

information may be presented in the context of any of the three Units of the Course.

This flexibility is to allow centres to make best use of their local environment. Centres in a predominantly rural location may have richer opportunities to carry out fieldwork in contexts relating to the *Physical Environments* Unit, while those in a predominantly urban location may have richer opportunities to carry out fieldwork in contexts relating to the *Human Environments* Unit.

Assessment should be a natural part of all learning activities, continuing from the broad general education. Assessment activities should be blended with learning activities throughout the Course.

Assessment should be used to support learning by:

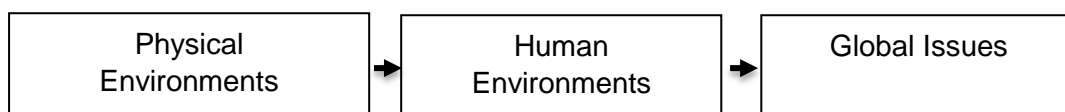
- ◆ sharing learning intentions/success criteria
- ◆ using assessment information to set learning targets and next steps
- ◆ adapting teaching and learning activities based on assessment information
- ◆ boosting learner confidence by providing supportive feedback

Self- and peer-assessment techniques should be encouraged wherever appropriate.

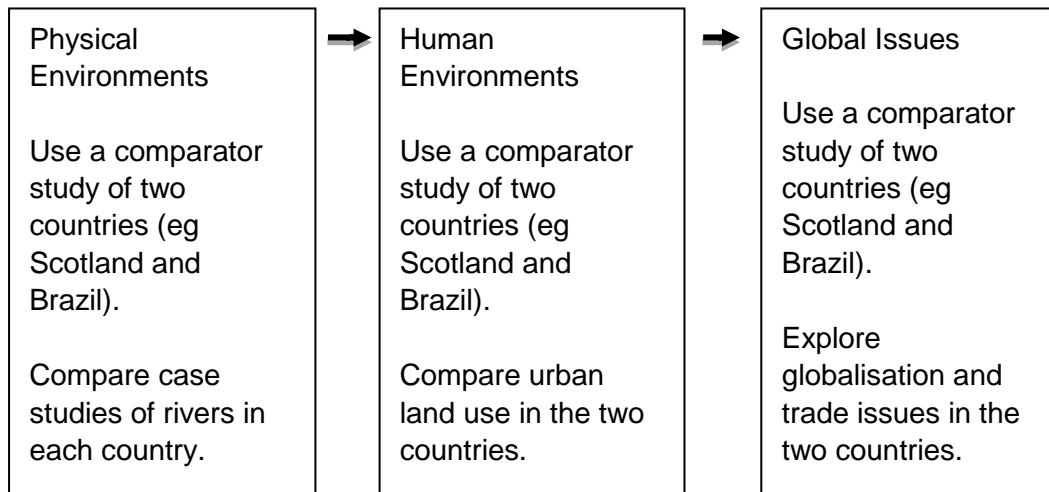
Sequence of delivery

There is no recommended sequence of delivery of the Units. Delivery is at the discretion of the centre and the models below exemplify possible approaches.

Sequential approach: Centres may wish to adopt a sequential approach beginning with more familiar UK physical contexts and using the knowledge and understanding acquired in these contexts to develop knowledge and understanding of global issues later in the Course.



Thematic approach: Centres may wish to adopt a thematic approach where a broad topic or theme is developed across two or more of the Units of the Course, with the knowledge and understanding developed in the context of one Unit being developed and deepened through studies in other Units. Such an approach may provide opportunities for combined assessment.



Advice on distribution of time

The distribution of time between the various Units is a matter for professional judgement and is entirely at the discretion of the centre. Each Unit is likely to require an approximately equal time allocation, although this may depend on the learners' prior learning in the different topic areas, teaching and learning methods adopted and the design of the Course.

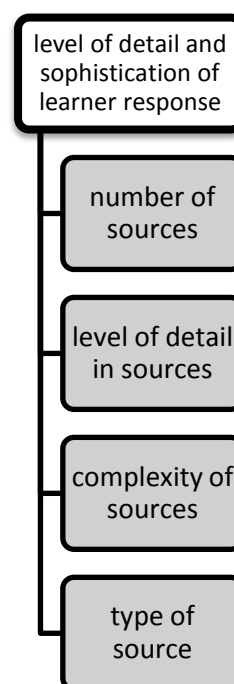
Understanding the Assessment Standards and making assessment judgements

The following information aims to provide advice and guidance to centres when developing activities which may be used to generate evidence that learners have achieved the Outcomes and Assessment Standards for the Units. These activities may be ones which allow the identification of naturally occurring evidence as part of teaching and learning to determine whether the learner has achieved the Outcome, or they may consist of more formal occasions when centres use a specific assessment item.

The information aims to provide greater detail and complement the terminology used in the Outcomes and Assessment Standards which are based upon the Scottish Credit and Qualifications Framework (SCQF). Centres should note that the Unit Outcomes and Assessment Standards describe a minimum level of competence for the achievement of the Unit and that learners will demonstrate a range of levels of ability within a particular SCQF level.

Centres should note that flexibility exists in creating assessment items and that a range of factors need to be considered in determining the level of demand. For example, while in general, increasing the number of sources used in a question may increase the level of demand upon the learner; increasing the complexity of a single source will also have the effect of increasing the level of demand.

Greater complexity within a source may be achieved by increasing the amount of information, the level of detail, the method of presentation etc. It should also be noted that a relatively straightforward source may be capable of a range of responses. A learner operating at a lower SCQF level may be able to draw broad, general, relatively simple conclusions from a given source while another learner is capable of a more sophisticated level of analysis and able to draw more insightful and detailed conclusions from the same source, thereby demonstrating achievement of a higher SCQF level.



It is important that when using this guidance centres refer to the appropriate *Unit Specifications* and the Outcomes and Assessment Standards for the Unit.

Further advice and guidance on types of questions, level of demand of sources and making assessment judgments is provided in Unit assessment support packs.

The following guidance aims to provide high-level advice on the characteristics of typical learner responses and possible question types for the different SCQF levels. Further advice and guidance will be provided in the specimen question paper and marking instructions (National 5 and Higher), specimen coursework and marking instructions (National 5 and Higher), Added Value Unit assessment support (National 4 only) and Unit assessment support (all levels).

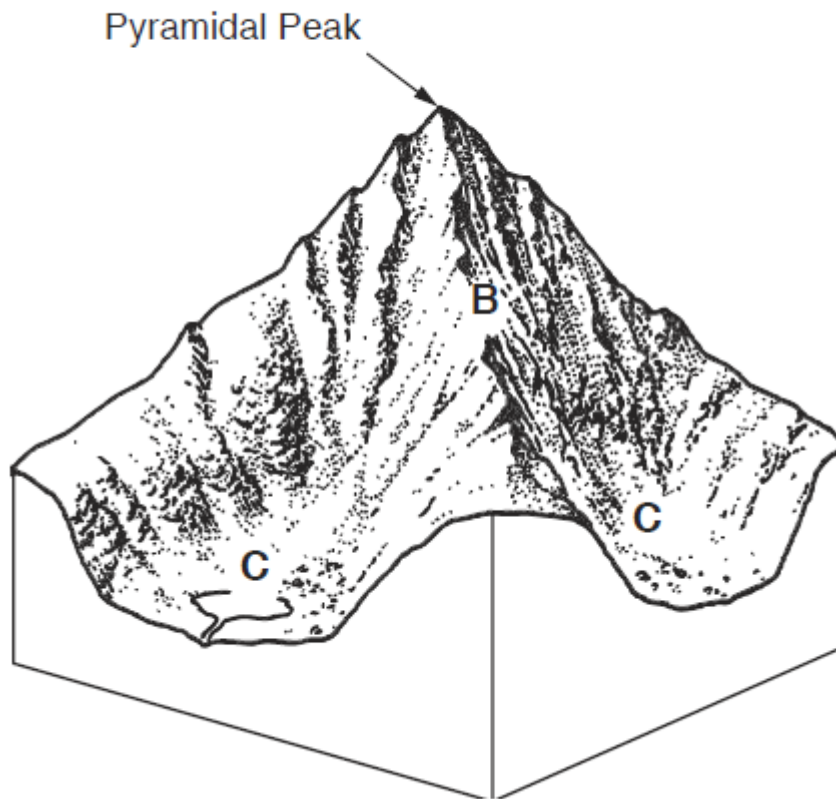
Level	Possible learner responses	Possible question types
Higher	Extended response Explanation and analysis required Clear and structured expression of complex ideas Extensive and relevant use of evidence Able to consider different perspectives on an issue Able to make judgements	Explain Analyse Evaluate Account for Discuss To what extent

National 5	<p>Detailed response</p> <p>Description and explanation required with some analysis</p> <p>Clarity in expression of ideas</p> <p>Insightful use of evidence</p> <p>Use of appropriate exemplification</p>	<p>Describe in detail</p> <p>Explain in detail</p> <p>To what extent</p> <p>How important</p>
National 4	<p>Limited response</p> <p>Brief descriptions and brief explanations</p> <p>Some clarity and structure in response</p> <p>Limited use of evidence</p> <p>Use of obvious exemplification</p>	<p>Describe</p> <p>Give reasons</p>
National 3	<p>Short response/outline</p> <p>Short descriptions</p> <p>Able to give obvious reasons</p> <p>Limited use of simple evidence</p>	<p>Outline</p> <p>Describe</p> <p>Give two reasons</p>

Exemplification for National 3 Geography (SCQF level 3)

Possible question formats

Diagram Q2: Part of a Glaciated Upland



Look at Diagram Q2.

Identify features B and C.

Choose from: **Corrie** **U-shaped Valley** **Arête**

Name of feature B _____

Name of feature C _____

2

Knowledge and understanding
Assessment Standard 2.1
Identification of landscape features

This question refers to Ordnance Survey Map Extract (No 1784/53) of the Blairgowrie area and Diagram Q1A on *Page two*.

(a) Match the places in the table to the correct type of settlement listed below.

Hamlet Village Town

<i>Place Name</i>	<i>Type of Settlement</i>
Blairgowrie/Rattray	
Cronan (2443)	
Ardler (2641)	

(b) Look at grid squares 2045 and 2145.

Give **two** pieces of map evidence to show that people lived here in ancient times.

1 _____

2 _____

(c) Name **two** services found in Blairgowrie/Rattray.

Service 1 _____

Service 2 _____

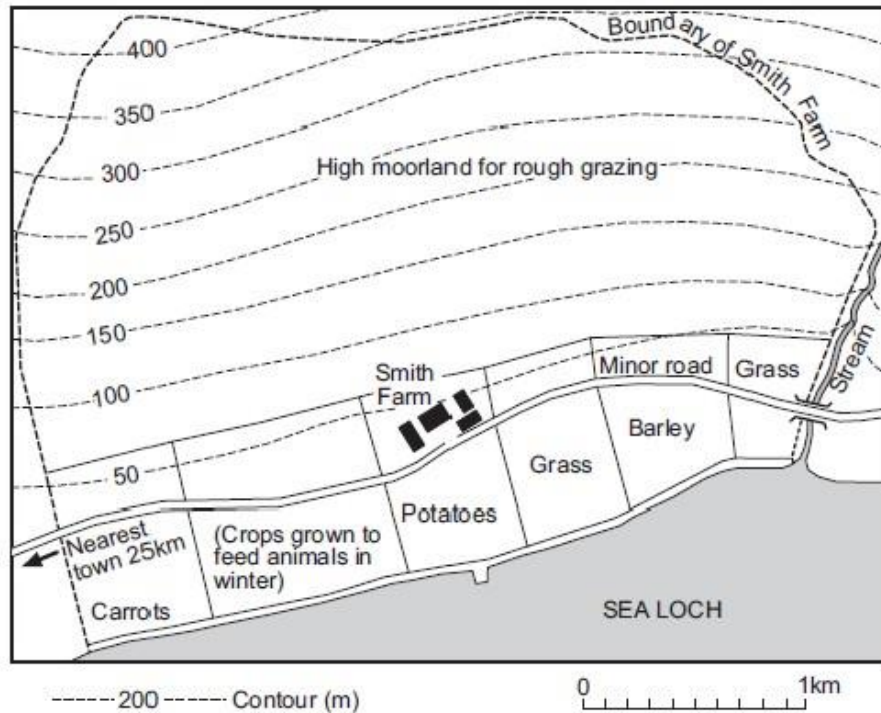
(d) Match the following grid references to the correct physical feature in the table below.

2443 2246 1646

<i>Physical Feature</i>	<i>Grid Reference</i>
Steep sided valley	
Gently sloping land	
Mainly flat land	

- ◆ knowledge and mapping skills item
- ◆ use of OS map (not mandatory at National 3)
- ◆ no base map required
- ◆ limited area covered in km²
- ◆ skill: identifying features on a map (OS/Google etc)

Diagram Q9: Smith Farm



- ◆ mapping skills item
- ◆ one source — basic
- ◆ objective and short answer type item

Look at Diagram Q9.

Smith Farm is located in northern Scotland.

Which type of farm is this likely to be?

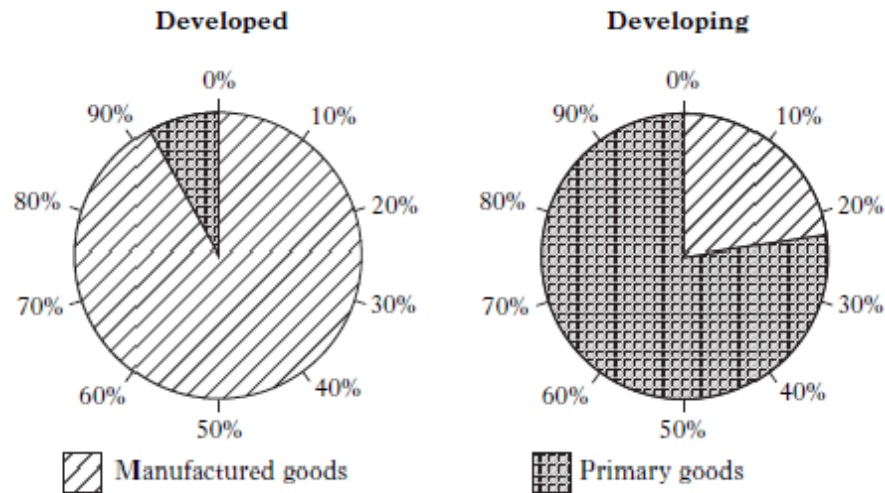
Tick (✓) your choice.

☐ Sheep farm ☐ Mixed farm

Give **three** reasons for your choice.

Use of source/s across levels

10. Diagram Q10: Exports of Developed and Developing Countries



Look at Diagram Q10.

National 3

- ♦ remove developed/developing labels
- ♦ compare pie charts
- ♦ identify which is a developed and developing country
- ♦ objective item

National 4

- ♦ for either a developed or developing country, consider how the trade pattern shown causes problems for the country
- ♦ limited response

National 5

- ♦ explain the differences in trade patterns between developed and developing countries
- ♦ detailed response

Developing skills for learning, skills for life and skills for work

Through the successful completion of the National 3 Geography Course, the following important skills for learning, skills for life and skills for work are developed. Further advice and exemplification of how these skills may be developed will be included in the *Unit Support Notes*.

The skills for learning, skills for life and skills for work will not be formally assessed by the SQA however Course planners should identify opportunities to enhance these skills throughout the Course. Learners should be aware of the skills they are building and teachers/lecturers can provide advice on opportunities to practise and improve them.

These skills will be developed across all the Units of the Course. The support notes for each Unit will provide further advice on how Units within the Course may provide opportunities to develop particular skills.

There may also be opportunities for other, additional skills for learning, skills for life and skills for work to be developed in the Unit. However, these could vary depending on approaches being used to deliver the Unit in each centre and should be for individual teachers and lecturers to manage.

Geography lends itself to the development of literacy skills, particularly reading. Learners should be encouraged to read as widely as possible a range of texts in order to facilitate progression to National 4 and beyond and to the world of work. Geography texts may include written information, maps and scientific information at an appropriate level. Numeracy skills will be developed through the evaluation of numerical, statistical and graphical sources of information.

Citizenship will be an important aspect of this Course through a study of global geographical and environmental issues and how they impact on individuals, society and the environment, today and in the future.

Thinking skills will be developed in the Course. Learners will develop their knowledge and understanding of issues and events and will be able to apply their knowledge to real events and issues. Geography plays a significant role in developing and integrating knowledge and skills from the perspective of both social subjects and physical sciences.

Combining assessment across Units

If an integrated or thematic approach to Course delivery is chosen, there may be opportunities for combining assessment across Units.

This can:

- ◆ enrich the assessment process for the learner by linking assessment more closely to teaching and learning
- ◆ make more sense to the learner and avoid duplication of assessment
- ◆ allow for evidence for particular Units to be drawn from a range of activities
- ◆ allow more time for learning

Within this Course, combined assessment could bring together aspects of content from across two or more Units. For example, it may help learners' understanding if a thematic approach is adopted.

Learning and assessment may be improved by making explicit the links between Units. For example, it may deepen learners' skills in using maps in a range of contexts across Units, and show that numerical and graphical information can be used both in the *Global Issues* Unit and in *Human Environments* when comparing developed and developing countries.

Care should be taken when using combined assessment that those aspects of the Assessment Standards not achieved by the combined assessment are covered by a further assessment. It is important that when designing assessments to cover multiple Units, deliverers track and record where evidence appears for individual Units. Further information is provided in the Unit assessment support packs.

Equality and inclusion

The high degree of flexibility within this Course in terms of possible approaches to Unit assessment means that Course and Unit planners can consider and remove potential barriers to learning and assessment. Alternative assessment arrangements and reasonable adjustments can be made to Course assessment requirements to make this Course accessible to all learners.

It is recognised that centres have their own duties under equality and other legislation and policy initiatives. The guidance given in these *Course Support Notes* is designed to sit alongside these duties but is specific to the delivery and assessment of the Course.

It is important that centres are aware of and understand SQA's assessment arrangements for disabled learners and those with additional support needs when making requests for adjustments to published assessment arrangements. Centres will find more guidance on this in the series of publications on Assessment Arrangements on SQA's website: www.sqa.org.uk/sqa/14977.html.

Appendix 1: Reference documents

The following reference documents will provide useful information and background.

- ♦ Assessment Arrangements (for disabled candidates and/or those with additional support needs) — various publications are available on SQA's website at: www.sqa.org.uk/sqa/14977.html.
- ♦ [*Building the Curriculum 4: Skills for learning, skills for life and skills for work*](#)
- ♦ [*Building the Curriculum 5: A framework for assessment*](#)
- ♦ [*Course Specifications*](#)
- ♦ [*Design Principles for National Courses*](#)
- ♦ [*Guide to Assessment*](#)
- ♦ Principles and practice papers for curriculum areas
- ♦ [*SCQF Handbook: User Guide*](#) and [*SCQF level descriptors*](#)
- ♦ [*SQA Skills Framework: Skills for Learning, Skills for Life and Skills for Work*](#)
- ♦ [*Skills for Learning, Skills for Life and Skills for Work: Using the Curriculum Tool*](#)
- ♦ [*Coursework Authenticity: A Guide for Teachers and Lecturers*](#)

Administrative information

Published: May 2015 (version 1.1)

History of changes to Course Support Notes

Version	Description of change	Authorised by	Date
1.1	'Skills, knowledge and understanding covered in this Course' and 'Approaches to learning, teaching and assessment' sections updated.	Qualifications Manager	May 2015

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Unit Support Notes — Geography: Physical Environments (National 3)



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Introduction

These support notes are not mandatory. They provide advice and guidance to support the delivery of the *Geography: Physical Environments* (National 3) Unit. They are intended for teachers and lecturers who are delivering this Unit. They should be read in conjunction with:

- ◆ the *Unit Specification*
- ◆ the *Course Specification*
- ◆ the *Course Support Notes*
- ◆ Unit assessment support packs

General guidance on the Unit

Aims

The general aim of this Unit is to develop mapping skills and a basic knowledge and understanding of key aspects of landscape types in the United Kingdom.

Progression into this Unit

Entry to this Unit is at the discretion of the centre. Learners will require appropriate literacy and numeracy skills in order to overtake the requirements of this Unit.

In terms of prior learning and experience, relevant aspects of the Social Studies: People, place and environment experiences and outcomes may provide an appropriate basis for entry to this Unit.

Experiences and outcomes

- ♦ 3-07a — landscape types
- ♦ 3-13a — how landscapes influence human activity
- ♦ 3-14a — map skills

It should be noted that, although these experiences and outcomes provide a general background which is relevant to this Unit, there is no direct match between the experiences and outcomes and the requirements of the Unit. Where learners have not completed Curriculum for Excellence experiences and outcomes this need not present a barrier to them completing this Unit.

When considering whether this Unit is appropriate for a particular learner, you should refer to the skills, knowledge and understanding described in the *Course Specification*, and the Outcomes and Assessment Standards in the *Unit Specification*. Taken together these provide an overall picture of the level of demand.

Skills, knowledge and understanding covered in this Unit

Information about skills, knowledge and understanding is given in the National 3 Geography *Course Specification* and *Course Support Notes*.

If this Unit is being delivered on a free-standing basis, teachers and lecturers are free to select the content and contexts which are most appropriate for delivery in their centres. The content or contexts chosen must fulfil the mandatory skills, knowledge and understanding as described in the *Course Specification*, and must enable learners to meet the requirements of the Outcomes and Assessment Standards.

Progression from this Unit

This Unit may provide progression to Units or Courses in related social subjects or science in school or further education contexts. In particular it provides progression to the National 4 Geography Course or National 4 Environmental Science.

Approaches to learning, teaching and assessment

The aim of this section is to provide advice and guidance to centres on:

- ♦ opportunities to generate naturally occurring evidence through a range of teaching and learning approaches
- ♦ approaches to developing skills for learning, skills for life and skills for work

The Outcomes and Assessment Standards below describe the level of attainment required by the learner to pass the Unit. The exemplification which follows demonstrates how evidence of achievement of specific Assessment Standards may be gathered as a natural part of teaching and learning. Centres may choose to design learning and teaching activities and experiences which allow learners to achieve Outcomes and Assessment Standards through combining assessments, or in a more individual way. This is a matter for centres to decide, considering the nature of the topic, issue or theme being studied and the aptitudes of the individual or group of learners.

Outcome 1: Use mapping skills in geographical contexts in the United Kingdom

Outcome 2: Draw on basic knowledge and understanding of landscape types in the United Kingdom

It is important to stress that particular skills have been allocated to individual Units for assessment purposes only. This is to avoid over-assessment. The skills, however, should be developed and practised across all the Units and are transferable to all three Units. The Course overall is intended to develop all the skills outlined in the *Course Specification*.

In Geography, 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 or numerical information may be presented in the context of any of the three Units of the Course.

Course and Unit planning

The skills focus of this Unit is the development of routine mapping skills in a familiar context. Using a variety of styles of map (ie Ordnance Survey, outline or sketch maps), the skills covered may include some of the following:

- ♦ using four figure grid references
- ♦ reading symbols from a map with key
- ♦ giving directions
- ♦ measuring straight distances
- ♦ identifying height and steepness of slope
- ♦ describing the physical characteristics of a given area
- ♦ describing the location and distribution of different land uses

- ♦ identifying potential land use conflicts

It is important for learners to be made aware throughout the Course of the skills they are developing and how these can be transferrable to other Units and Courses, particularly the *Geography: Human Environments* Unit.

The main features of one landscape type should include description of the landscape. For river landscapes this can be split into upper and middle/lower course.

Example 1

After suitable activities to cover map skills the learner, with the support and advice of the teacher/lecturer, may be allowed to pick a suitable map and asked to complete a travel plan for an activity holiday. This could be a walking or cycling holiday, or transport by car with various stops and activities. The learner would plan the length of each leg of the journey with appropriate detail to duration (dependent on mode of transport chosen), scenery and stops for lunch or overnight breaks. The plan could be written in the form of a diary, advertisement or planned excursion. It could include simply written information, symbols for map extracts, or even pictures or diagrams. Information about steepness of slope, especially for the walking or cycling traveller, would be useful. Travel direction could be enhanced by reference to named locations or landmarks.

Travel directions: pupil worksheet (map skills — Blairgowrie/Foundation 2010 map extract 1784/53)

You are staying at a campsite/caravan site near Alyth and are asked to complete the information for a walking trip.

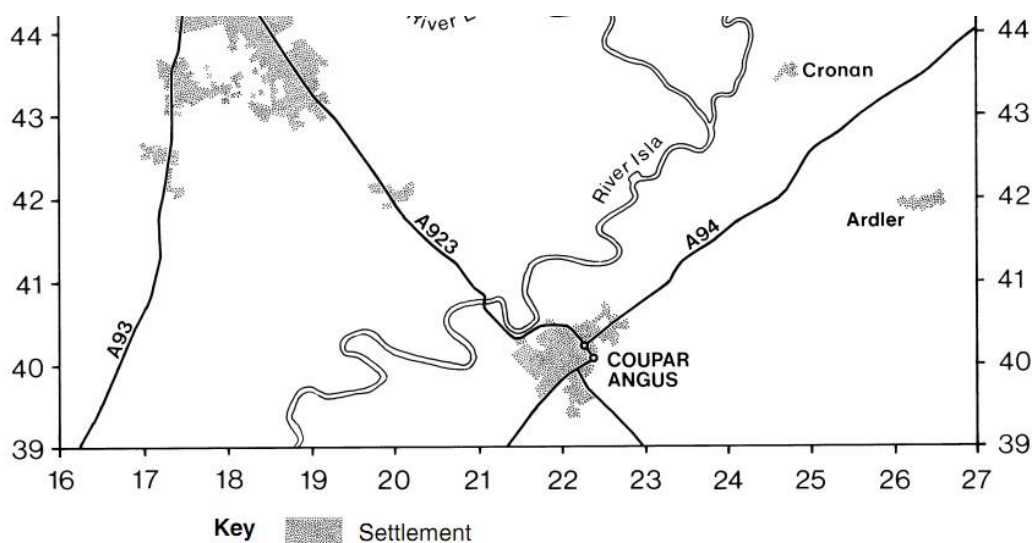
Start of journey	Campsite at 24,47
Mode of transport	<i>Walking</i>
Directions for journey	1. Leave Campsite and walk <i>east</i> to the B road
	2. Follow road into town and pass <i>two churches</i>
	3. Follow road to Den O'Alyth
	4. Join <i>path (trail)</i> at car park
	5. Follow path as it crosses the burn and returns to the <i>car park</i>
	6. While walking we saw other people, including <i>mountain bikers and dog walkers</i>
	7. Stop for lunch at the <i>picnic site</i>
	8. Looking north there is a <i>hill / steep slope</i>
	9. A possible conflict between the walkers and the other people was the <i>litter / damage to path by bikes / dog fouling</i>
	10. Return to campsite

Teachers may use a different map, a more familiar (local) area or a less detailed (road or sketch) map. The wording of the scaffolding could be altered to fit the context or skills to be assessed. This could form part of an assessment where learners briefly describe possible land uses of one landscape type.

Learners could display the information in alternative ways, such as with a directional map or as a written task. Posters could be used to show the land users and their possible conflicts on the walk. For learners working in a group, individual evidence could be gathered where tasks have been divided between learners (start of journey, four-figure grid references; task 1, direction; tasks 2,4,5 and 7, symbols; task 6, land users; task 8, land form; task 9, land-use conflict). Tasks could be differentiated for those doing National 4 by removing some of the scaffolding or by adding in additional requirements to increase the level of demand.

Example 2

(Map — Blairgowrie/Foundation 2010 map extract 1784/53)



Complete the worksheet below.

River features	
Which course is the river in?	<i>Middle (lower)</i>
Which feature(s) are present?	<i>Meander (oxbow lake)</i>
Give a four-figure grid reference	<i>22,41</i>
Please draw one of these features	
Add the following labels to your diagram (or colour and key)	<i>Erosion / deposition deep water / shallow water</i>
What is the land like around the river valley?	<i>Flat / gently sloping / steep</i>

Learners could use the outline map above to identify a grid square with a river feature or as a basis for their drawing. Alternatively, they could add labels to this map. Instead of completing the worksheet, learners could make a poster. For some learners, teachers may need to point out the direction of the river's flow. This assessment could be differentiated for National 4 by requiring more detailed labels to give further explanation of how a river feature is formed.

Understanding the Assessment Standards and making assessment judgements

A range of teaching and learning approaches could be used in this Unit and will provide different opportunities to generate evidence for assessment. Examples of activities include simple written responses to questions, participation in group tasks, presenting information to other groups, investigating activities and simple digital presentations.

Evidence could be collected throughout the Unit as a candidate folio to form a record of candidate responses demonstrating both skills and knowledge. Assessment evidence should be gathered as part of day-to-day learning as learners carry out the various tasks. It is not necessary for all evidence to come from the one activity; rather, it can be assembled from a variety of tasks carried out during the Unit or Course. Evidence may be presented for individual Outcomes or gathered for the Unit or across Units of the Course as a whole by combining assessment. A personal learning log may be useful for providing evidence which satisfies completely or partially a Unit or Units, allowing learners to identify their strengths and developments or next steps.

Where evidence is generated as a part of group activities it is important to be able to identify and authenticate the work of individuals in attaining Unit Outcomes. This can be done in a variety of ways including teacher observation, the use of checklists, questioning and discussion with individual learners, peer review, identification of individual contributions to a group presentation, peer assessment and individual write up of findings.

Developing skills for learning, skills for life and skills for work

This Unit will provide many opportunities for developing skills for learning, skills for life and skills for work.

The skills for learning, skills for life and skills for work should be developed across all Units of the Course. Each Unit may have a particular role in developing certain skills. Due to the flexible nature of this Course, centres have a great deal of flexibility to build in activities and approaches for developing skills.

The skills include **literacy, numeracy** and associated **thinking skills; skills for health and wellbeing**, including **personal learning planning, career management skills, working with others, leadership** and **physical co-ordination and movement skills**; and **skills for enterprise and employability**. These skills will be relevant to all children and young people and the responsibility of all practitioners.

(Building the curriculum 4, p15)

Centres may also wish to consider the nature, interests and strengths of their learners when deciding which skills to develop in particular Units.

Literacy (reading)	Learners could be asked to read aloud; this could be linked to 'confident individuals' and used to introduce them to new vocabulary relevant to the geographical content of the course. Feedback as to the clarity of voice could be given.
Literacy (writing)	Learners may be given the opportunity to develop their writing ability through extended pieces of writing as well as shorter responses. Presentation of work in poster, diagram, or even computer layout will allow for feedback on the clarity of expression.
Literacy (listening and talking)	Learners could be given opportunities to work in groups; this could be linked to 'effective contributor'. Feedback as to the learner's ability to share tasks and work as a team could be given.
Numeracy (information handling)	For Outcome 1 learners are asked to use four-figure grid references, similar to coordinates. When measuring distance, scale will be used, allowing the use of ratios. Learners may also be asked to consider amounts of land taken up by specific land use.
Employability, enterprise and citizenship (citizenship)	Sustainable use of natural resources (ie quarrying or forestry) allows pupils to develop their citizenship. Conflict resolution between different land users will develop the learners' 'responsible citizen' capacity. Employability in relation to the job prospects of those in the chosen landscape can be enhanced through outside speakers.
Thinking skills (understanding)	Learners can demonstrate understanding of possible land uses by considering the physical features of the landscape.
Thinking skills (applying)	Learners may be asked to apply their knowledge to a different case study (map area) within their chosen landscape.

The skills for learning, skills for life and skills for work which are developed through this Unit should not appear as an artificial 'bolt-on' but rather should occur as a natural part of the teaching and learning process.

Combining assessment across Units

While there is no requirement that all Outcomes and Assessment Standards are overtaken in a single assessment, there will be opportunities to devise activities that allow some or all of the Assessment Standards to be achieved at the same time. Such an approach may be helpful to reduce the overall assessment burden and provide more time for teaching and learning.

Information about combining assessment is given in the *Course Support Notes* and in the *Unit assessment support packs*.

Equality and inclusion

The high degree of flexibility within this Unit in terms of possible approaches to assessment means that Course and Unit planners can consider and remove potential barriers to learning and assessment. This Unit should be accessible to all learners.

It is recognised that centres have their own duties under equality and other legislation and policy initiatives. The guidance given in this document is designed to sit alongside these duties but is specific to the delivery and assessment of the Unit.

Alternative approaches to Unit assessment to take account of the specific needs of learners can be used. However, the centre must be satisfied that the integrity of the assessment is maintained and that any alternative approach to assessment will, in fact, generate the necessary evidence of achievement.

Appendix 1: Reference documents

The following reference documents will provide useful information and background.

- ♦ Assessment Arrangements (for disabled candidates and/or those with additional support needs) — various publications are available on SQA's website at: www.sqa.org.uk/sqa/14977.html.
- ♦ [*Building the Curriculum 4: Skills for learning, skills for life and skills for work*](#)
- ♦ [*Building the Curriculum 5: A framework for assessment*](#)
- ♦ [*Course Specifications*](#)
- ♦ [*Design Principles for National Courses*](#)
- ♦ [*Guide to Assessment*](#)
- ♦ Principles and practice papers for curriculum areas
- ♦ [*SCQF Handbook: User Guide*](#) and [*SCQF level descriptors*](#)
- ♦ [*SQA Skills Framework: Skills for Learning, Skills for Life and Skills for Work*](#)
- ♦ [*Skills for Learning, Skills for Life and Skills for Work: Using the Curriculum Tool*](#)
- ♦ [*Coursework Authenticity: A Guide for Teachers and Lecturers*](#)

Appendix 2: Suggested websites

All websites current March 2015.

Map skills

<http://www.ordnancesurvey.co.uk/oswebsite/education-and-research/index.html>
<http://www.teachnetuk.org.uk/2006%20Projects/Geog-Map%20Skills/index.htm>
http://www.nnas.org.uk/index.php?option=com_content&view=article&id=4&Itemid=4

Glacial uplands

<http://www.northwest-highlands-geopark.org.uk/>
<http://www.geography.learnontheinternet.co.uk/topics/glaciation.html>
<http://www.cairngorms.co.uk/>

Rivers

<http://www.geography.learnontheinternet.co.uk/topics/river.html>
<http://www.sln.org.uk/geography/schools/blythebridge/AnimationsRivers.htm>

Upland limestone

<http://www.bbc.co.uk/education/topics/zjtb4wx>
<http://www.yorkshiredales.org.uk/>
<http://www.geography.learnontheinternet.co.uk/topics/limestoneinfo.html>

Coasts

<http://www.bbc.co.uk/education/topics/zqhg9j6>
<http://www.geography.learnontheinternet.co.uk/topics/coasts.html>
<http://www.sln.org.uk/geography/schools/blythebridge/AnimationsCoastal.htm>

General

<http://www.bbc.co.uk/education/topics/zdw634j>

<http://www.gatm.org.uk/>
<http://www.geography.org.uk/>
<http://www.hutton.ac.uk/>
<http://www.snh.gov.uk/>

Administrative information

Published: May 2015 (version 2.0)

History of changes to Unit Support Notes

Version	Description of change	Authorised by	Date
2.0	'General guidance on the Unit' and 'Approaches to learning, teaching and assessment' sections updated to reflect changes to Outcome and Assessment Standards. Appendix 2: Suggested websites updated.	Qualifications Manager	May 2015

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Unit Support Notes — Geography: Human Environments (National 3)



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Please refer to the note of changes at the end of this document for details of changes from previous version (where applicable).

Introduction

These support notes are not mandatory. They provide advice and guidance to support the delivery of the *Geography: Human Environments* (National 3) Unit. They are intended for teachers and lecturers who are delivering this Unit. They should be read in conjunction with:

- ◆ the *Unit Specification*
- ◆ the *Course Specification*
- ◆ the *Course Support Notes*
- ◆ Unit assessment support packs

General guidance on the Unit

Aims

The general aim of this Unit is to develop research skills and a basic knowledge and understanding of key aspects of developed and developing countries.

Progression into this Unit

Entry to this Unit is at the discretion of the centre. Learners will require appropriate literacy and numeracy skills in order to overtake the requirements of this Unit.

In terms of prior learning and experience, relevant aspects of the Social Studies: People, place and environment experiences and outcomes may provide an appropriate basis for entry to this Unit.

Experiences and outcomes

- ♦ 3-11a — Social and economic differences between developed and developing countries
- ♦ 3-13a — Settlement and economic activities in contrasting landscapes

It should be noted that, although these experiences and outcomes provide a general background which is relevant to this Unit, there is no direct match between the experiences and outcomes and the requirements of this Unit. Where learners have not completed Curriculum for Excellence experiences and outcomes this need not present a barrier to them completing this Unit.

When considering whether this Unit is appropriate for a particular learner, you should refer to the skills, knowledge and understanding described in the *Course Specification*, and the Outcomes and Assessment Standards in the *Unit Specification*. Taken together these provide an overall picture of the level of demand.

Skills, knowledge and understanding covered in this Unit

Information about skills, knowledge and understanding is given in the National 3 Geography *Course Specification* and *Course Support Notes*.

If this Unit is being delivered on a free-standing basis, teachers and lecturers are free to select the content and contexts which are most appropriate for delivery in their centres. The content or contexts chosen must fulfil the mandatory skills, knowledge and understanding as described in the *Course Specification*, and must enable learners to meet the requirements of the Outcomes and Assessment Standards.

Progression from this Unit

This Unit may provide progression to Units or Courses in related social subjects or science in school or further education contexts. In particular it provides progression to National 4 Geography or National 4 Environmental Science.

Approaches to learning, teaching and assessment

The aim of this section is to provide advice and guidance to centres on:

- ♦ opportunities to generate naturally occurring evidence through a range of teaching and learning approaches
- ♦ approaches to developing skills for learning, skills for life and skills for work

The Outcomes and Assessment Standards below describe the level of attainment required by the learner to pass the Unit. The exemplification which follows demonstrates how evidence of achievement of specific Assessment Standards may be gathered as a natural part of teaching and learning. Centres may choose to design learning and teaching activities and experiences which allow learners to achieve Outcomes and Assessment Standards through combining assessments or in a more individual way. This is a matter for centres to decide, considering the nature of the topic, issue or theme being studied and the aptitudes of the individual or group of learners.

Outcome 1: Use research skills in the context of developed and developing countries

Outcome 2: Draw on basic knowledge and understanding of human environments in developed and developing countries

It is important to stress that particular skills have been allocated to individual Units for assessment purposes only. This is to avoid over-assessment. The skills, however, should be developed and practised across all the Units and are transferable to all three Units. The Course overall is intended to develop all the skills outlined in the *Course Specification*.

In Geography, 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 or numerical information may be presented in the context of any of the three Units of the Course.

Course and Unit planning

The skills focus of this Unit is the development of routine research skills in familiar contexts. This may include some of the following:

- ♦ extracting information from maps or photographs (old and new)
- ♦ field sketching
- ♦ observing and recording (traffic and pedestrians flows, environmental quality)
- ♦ compiling and using questionnaires and interviews

The skills above are used by learners collecting primary data themselves. This type of research is to be commended; however, where the focus of the

investigation is geographically distant or other issues of accessibility arise, secondary sources can be used for research purposes. When this is the case, care should be taken to ensure these sources are reliable. Use of secondary sources may include the following:

- ◆ extracting information from the internet
- ◆ extracting information from textbooks or other written sources
- ◆ extracting information from audio/visual sources

It is important for learners to be made aware throughout the Course of the skills they are developing and how these can be transferrable to other Units and Courses, particularly the *Geography: Global Issues* (National 3) Unit.

Development of the skills within this Unit may be particularly applicable to progression to the Added Value Unit of National 4.

Example 1: photographs

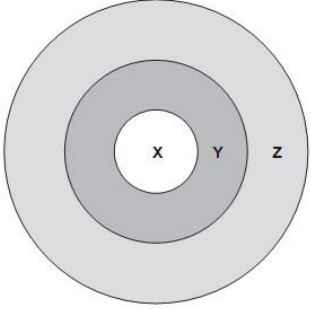
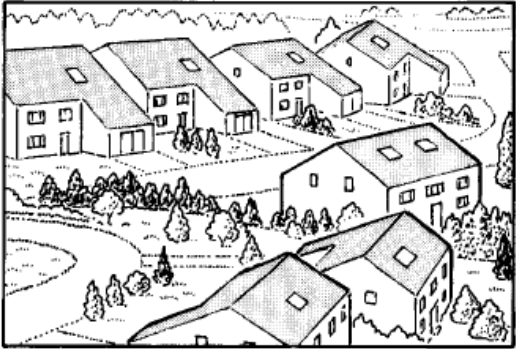

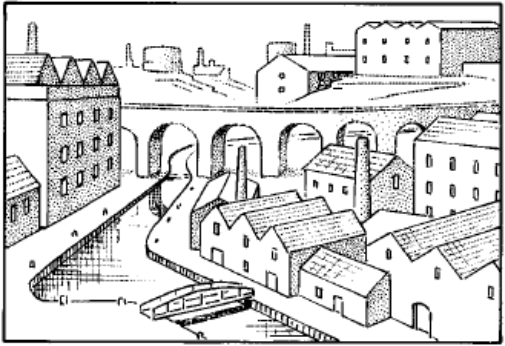
Use a local history or local authority website to source suitable photographs of local area.

Ask learners to take a new photograph of the same area from the same position. They can now compare and contrast the two areas for differences.

Learners may require some assistance in finding a suitable old photograph. Using a well-known street or area may also be helpful (in which case any available up-to-date images can be used). Photographs may be printed and labels added, or they may be kept in a digital format. Learners may work in groups with a selection of local photographs, or individually with one they have selected.

Example 2

Complete the worksheet below.

Urban land use zones in a developing country	
	<p>Match the letters X, Y and Z with:</p> <ul style="list-style-type: none">◆ suburbs◆ CBD (town centre)◆ inner city
<p>Image of suburbs</p> 	<p>Match the images with the letters X, Y and Z (and the correct names).</p> <p>For each land use zone write a brief description of the zone, or annotate the image to indicate its main features.</p>
<p>Image of town centre</p> 	<p>Image of inner city</p> 

Understanding the Assessment Standards and making assessment judgements

A range of teaching and learning approaches could be used in this Unit and will provide a range of different opportunities to generate evidence for assessment. A variety of sources of information and assessment methods could be used and may be presented in a variety of formats, including simple written responses to questions, participation in group tasks, presenting information to other groups, investigating activities and simple digital presentations.

Evidence could be collected throughout the Unit as a candidate folio to form a record of candidate responses demonstrating both skills and knowledge. Assessment evidence should be gathered as part of day-to-day learning as learners carry out the various tasks involved in investigating. It is not necessary for all evidence to come from the one activity; rather, it can be assembled from a variety of tasks carried out during the Unit or Course. Evidence may be presented for individual Outcomes or gathered for the Unit or Course as a whole by combining assessment. A personal learning log may be useful for providing evidence which satisfies completely or partially a Unit or Units, allowing learners to identify their strengths and developments or next steps.

Where evidence is generated as a part of group activities it is important to be able to identify and authenticate the work of individuals in attaining Unit Outcomes. This can be done in a variety of ways including teacher observation, the use of checklists, questioning and discussion with individual learners, peer review, identification of individual contributions to a group presentation, peer assessment and individual write up of findings.

Developing skills for learning, skills for life and skills for work

This Unit will provide many opportunities for developing skills for learning, skills for life and skills for work.

The skills for learning, skills for life and skills for work should be developed across all Units of the Course. Each Unit may have a particular role in developing certain skills. Due to the flexible nature of this Course, centres have a great deal of flexibility to build in activities and approaches for developing skills.

The skills include **literacy, numeracy** and associated **thinking skills; skills for health and wellbeing**, including **personal learning planning, career management skills, working with others, leadership** and **physical co-ordination and movement skills**; and **skills for enterprise and employability**. These skills will be relevant to all children and young people and the responsibility of all practitioners.

(Building the curriculum 4, p15)

Centres may also wish to consider the nature, interests and strengths of their learners when deciding which skills to develop in particular Units.

Literacy (reading)	Learners could be asked to read aloud; this could be linked to 'confident individuals' and used to introduce new vocabulary relevant to the Course's geographical content. Feedback as to clarity of voice could be given.
Literacy (writing)	Learners may be given the opportunity to develop their writing ability through extended pieces of writing as well as shorter responses. Presentation of work in poster, diagram, or even computer layout will allow for feedback on the clarity of expression.
Literacy (listening and talking)	Learners could be given opportunities to work in groups; this could be linked to 'effective contributor'. Feedback as to the learner's ability to share tasks and work as a team could be given.
Numeracy (information handling)	Information handling would be accounted for by learners measuring or observing and recording information (eg by measuring the depth of a burn at a meander or doing a traffic count at the school gates).
Employability, enterprise and citizenship (citizenship)	Outside speakers from the construction industry or local authority can speak about urban development. Learners could be encouraged to consider international issues and the disparity of living conditions between developed and developing countries. Study a pressure group campaign such as Shelter.
Thinking skills (understanding)	Learners can demonstrate understanding of factors which influence population change by comparing and contrasting a developed and a developing country.
Thinking skills (applying)	Learners may be asked to apply their knowledge to a different case study area (ie an urban/rural area and the local area).

The skills for learning, skills for life and skills for work which are developed through this Unit should not appear as an artificial 'bolt-on' but rather should occur as a natural part of the teaching and learning process.

Combining assessment across Units

While there is no requirement that all Outcomes and Assessment Standards are overtaken in a single assessment, there will be opportunities to devise activities which allow some or all of the Assessment Standards to be achieved at the same time. Such an approach may be helpful to reduce the overall assessment burden and provide more time for teaching and learning.

Information about combining assessment is given in the *Course Support Notes* and in the Unit assessment support packs.

Equality and inclusion

The high degree of flexibility within this Unit in terms of possible approaches to assessment means that Course and Unit planners can consider and remove potential barriers to learning and assessment. This Unit should be accessible to all learners.

It is recognised that centres have their own duties under equality and other legislation and policy initiatives. The guidance given in this document is designed to sit alongside these duties but is specific to the delivery and assessment of the Unit.

Alternative approaches to Unit assessment to take account of the specific needs of learners can be used. However, the centre must be satisfied that the integrity of the assessment is maintained and that any alternative approach to assessment will, in fact, generate the necessary evidence of achievement.

Appendix 1: Reference documents

The following reference documents will provide useful information and background.

- ♦ Assessment Arrangements (for disabled candidates and/or those with additional support needs) — various publications are available on SQA's website at: www.sqa.org.uk/sqa/14977.html.
- ♦ [*Building the Curriculum 4: Skills for learning, skills for life and skills for work*](#)
- ♦ [*Building the Curriculum 5: A framework for assessment*](#)
- ♦ [*Course Specifications*](#)
- ♦ [*Design Principles for National Courses*](#)
- ♦ [*Guide to Assessment*](#)
- ♦ Principles and practice papers for curriculum areas
- ♦ [*SCQF Handbook: User Guide*](#) and [*SCQF level descriptors*](#)
- ♦ [*SQA Skills Framework: Skills for Learning, Skills for Life and Skills for Work*](#)
- ♦ [*Skills for Learning, Skills for Life and Skills for Work: Using the Curriculum Tool*](#)
- ♦ [*Coursework Authenticity: A Guide for Teachers and Lecturers*](#)

Appendix 2: Suggested websites

All websites current March 2015.

Research skills

<http://www.bbc.co.uk/scotland/landscapes/>
<http://maps.nls.uk/>
<http://www.alangodfreymaps.co.uk/>
<http://www.scottish-places.info/scotland.html>
<http://www.rgs.org/OurWork/Schools/Fieldwork+and+local+learning/Fieldwork+and+local+learning.htm>
<http://www.geography.org.uk/resources/fieldwork/>

Differences between developed and developing countries

<https://www.cia.gov/library/publications/the-world-factbook/>
<http://www.bbc.co.uk/scotland/education/int/geog/health/>

Population change

<http://www.bbc.co.uk/education/topics/zk8myrd>
<http://esa.un.org/unpd/wpp/index.htm>
<http://www.geography.learnontheinternet.co.uk/topics/popn.html>
http://www.sln.org.uk/geography/population_and_migration.htm

Urban land use

<http://www.sln.org.uk/geography/geoweb/blowmedown/shanty05.swf>
<http://assets.sportrelief.com/swf/kids/games/favela-kid.swf>
<http://www.bbc.co.uk/education/topics/z9k2fg8>
<http://www.bbc.co.uk/education/topics/z8dxvcw>

Rural land use

<http://www.oxfam.org.uk/education/resources/>
<http://www.bbc.co.uk/education/topics/z9k2fg8>

General

<http://www.bbc.co.uk/education/subjects/z77pr82>
<http://www.gatm.org.uk/>
<http://www.geography.org.uk/>
<http://www.globaldimension.org.uk/>

Administrative information

Published: May 2015 (version 2.0)

History of changes to Unit Support Notes

Version	Description of change	Authorised by	Date
2.0	'Approaches to learning, teaching and assessment' section updated to reflect changes to Outcome and Assessment Standards. Appendix 2: Suggested websites updated.	Qualifications Manager	May 2015

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Unit Support Notes — Geography: Global Issues (National 3)



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Introduction

These support notes are not mandatory. They provide advice and guidance to support the delivery of the *Geography: Global Issues* (National 3) Unit. They are intended for teachers and lecturers who are delivering this Unit. They should be read in conjunction with:

- ◆ the *Unit Specification*
- ◆ the *Course Specification*
- ◆ the *Course Support Notes*
- ◆ Unit assessment support packs

General guidance on the Unit

Aims

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

Progression into this Unit

Entry to this Unit is at the discretion of the centre. Learners will require appropriate literacy and numeracy skills in order to overtake the requirements of this Unit.

In terms of prior learning and experience, relevant aspects of the Social Studies: People, place and environment experiences and outcomes may provide an appropriate basis for entry to this Unit.

Experiences and outcomes

- ◆ 3-08a — Environmental issue (Climate change)
- ◆ 3-07a / 3-12a — Physical landforms / Weather (Environmental hazards — volcanoes and earthquakes/tropical storms)
- ◆ 3-10a — Ecosystems (Impact of human activity on natural environments)
- ◆ 3-11a — Social and economic differences between developed and developing countries (Trade and globalisation; Health)

It should be noted that, although these experiences and outcomes provide a general background which is relevant to this Unit, there is no direct match between the experiences and outcomes and the requirements of this Unit. Where learners have not completed Curriculum for Excellence experiences and outcomes this need not present a barrier to them completing this Unit.

When considering whether this Unit is appropriate for a particular learner, you should refer to the skills knowledge and understanding described in the *Course Specification*, and the Outcomes and Assessment Standards in the *Unit Specification*. Taken together these provide an overall picture of the level of demand.

Skills, knowledge and understanding covered in this Unit

Information about skills, knowledge and understanding is given in the National 3 Geography *Course Specification* and *Course Support Notes*.

If this Unit is being delivered on a free-standing basis, teachers and lecturers are free to select the content and contexts which are most appropriate for delivery in their centres. The content or contexts chosen must fulfil the mandatory skills, knowledge and understanding as described in the *Course Specification*, and

must enable learners to meet the requirements of the Outcomes and Assessment Standards.

Progression from this Unit

This Unit may provide progression to Units or Courses in related social subjects or science in school or further education contexts. In particular it provides progression to the National 4 Geography Course or National 4 Environmental Science Course.

Approaches to learning, teaching and assessment

The aim of this section is to provide advice and guidance to centres on:

- ♦ opportunities to generate naturally occurring evidence through a range of teaching and learning approaches
- ♦ approaches to developing skills for learning, skills for life and skills for work

The Outcomes and Assessment Standards below describe the level of attainment required by the learner to pass the Unit. The exemplification which follows demonstrates how evidence of achievement of specific Assessment Standards may be gathered as a natural part of teaching and learning. Centres may choose to design learning and teaching activities and experiences which allow learners to achieve Outcomes and Assessment Standards through combining assessments or in a more individual way. This is a matter for centres to decide, considering the nature of the topic, issue or theme being studied and the aptitudes of the individual or group of learners.

Outcome 1: Use numerical or graphical information in the context of global geographical/environmental issues

Outcome 2: Draw on basic knowledge and understanding of global geographical/environmental issues

It is important to stress that particular skills have been allocated to individual Units for assessment purposes only. This is to avoid over-assessment. The skills, however, should be developed and practised across all the Units and are transferable to all three Units. The Course overall is intended to develop all the skills outlined in the *Course Specification*.

In Geography, 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 or numerical information may be presented in the context of any of the three Units of the Course.

Course and Unit planning

The skills focus of this Unit is the development of basic numerical or graphical information skills in familiar context. This may include some of the following:

- ♦ tables: classification and rank order
- ♦ graphs: line, bar (including histogram or pictograph), climate charts: pie, divided bar)
- ♦ maps/diagrams: outline maps or diagrams containing basic information

It is important for learners to be made aware throughout the Course of the skills they are developing and how these can be transferrable to other Units and Courses, particularly the *Geography: Human Environments* (National 3) Unit.

Development of the skills within this Unit is particularly applicable for progression to the Added Value Unit of National 4. Progression with more complex skills may include some of the following:

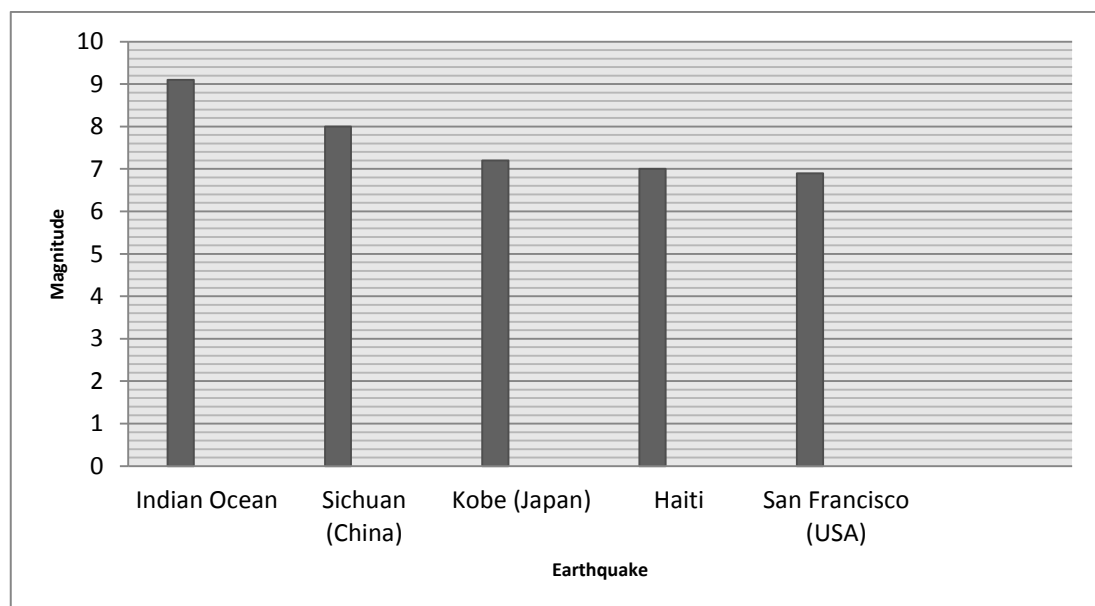
- ◆ tables (also matrixes)
- ◆ graphs: multiple line, composite bar; scatter; multiple pie or divided bar, combined with another other source (ie on a map)
- ◆ maps/diagrams: outline maps or diagrams containing more information (ie a flow chart on a map)

Example 1 — Global Issue (Environmental Hazard)

Selected earthquakes (Source 1)

Place	Year	Death toll (approx)
Indian Ocean	2004	230,000+
Sichuan (China)	2008	68,000+
Kobe (Japan)	1995	5,500+
Haiti	2010	50,000+
San Francisco (USA)	1989	63

Selected earthquakes (Source 2)



Answer the following questions.

1. Which earthquake had the highest magnitude? *Indian Ocean*
2. Which earthquake had the lowest magnitude? *San Francisco*
3. Which earthquake had the highest death rate? *Indian Ocean*
4. Which earthquake had the lowest death rate? *San Francisco*

Selected earthquakes (Source 3)

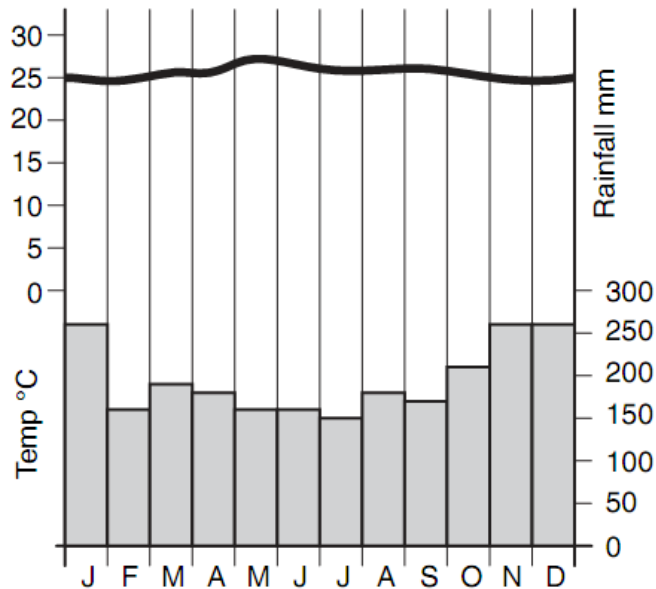
Place	Year	Death toll (approx)	Magnitude
Indian Ocean	2004	230,000+	9.1
Sichuan (China)	2008	68,000+	8.0
Kobe (Japan)	1995	5,500+	7.2
Haiti	2010	50,000+	7.0
San Francisco (USA)	1989	63	6.9

5. Do earthquakes with a higher magnitude always result in a higher death rate? *No*
6. Use information from the table and bar graph to provide evidence for your answer. *Kobe has a higher magnitude but fewer deaths than Haiti*
7. USA and Japan are developed countries, while the other three countries affected by earthquakes are developing. What conclusion can you draw from this information? *There is less chance of being killed in an earthquake in a developed country*

Learners may require some assistance with the location of the countries given. Questions 1–4 are closed questions, while questions 5–7 are more open. When assessing Outcome 1, it is expected that the two basic sources used will be different (while the same global geographical issue may not be on the same topic). There is no assessment requirement for learners to complete tables, graphs or charts, although this would be a good way for them to develop their understanding of numerical and graphical information skills. For assessment of Outcome 1, learners of this Unit would only be required to use one source to come to a conclusion. If they were to take information from two sources, however, this would be a good indication of progression and preparation for next steps.

Example 2 (combined assessment) — Global Issue (Impact of human activity on the natural environment)

Reference Diagram Q3A: Climate Graph—Manaus, Brazil



Describe the climate of Manaus.

It is hot and wet. It is hot all year with a highest temperature of 27°C, and wet all year with a highest rainfall of 260mm.

Which natural environment is Manaus part of: Equatorial or Tundra?

Equatorial

Complete a diagram or poster to show the main features of the natural environment of Manaus. Your diagram should contain labels to identify the main features of, for example, the plants or animals.

Understanding the Assessment Standards and making assessment judgements

A range of teaching and learning approaches should be used in this Unit and will provide a range of different opportunities to generate evidence for assessment. A variety of sources of information and assessment methods could be used and may be presented in a variety of formats, including simple written responses to questions, participation in group tasks, presenting information to other groups, investigating activities and simple digital presentations.

Evidence could be collected throughout the Unit as a candidate folio to form a record of candidate responses demonstrating both skills and knowledge. Assessment evidence should be gathered as part of day-to-day learning as learners carry out the various tasks involved in investigating. It is not necessary for all evidence to come from the one activity; rather, it can be assembled from a variety of tasks carried out during the Unit or Course. Evidence may be presented for individual Outcomes or gathered for the Unit or Course as a whole by combining assessment. A personal learning log may be useful for providing evidence which satisfies completely or partially a Unit or Units, allowing learners to identify their strengths and developments or next steps.

Where evidence is generated as a part of group activities it is important to be able to identify and authenticate the work of individuals in attaining Unit Outcomes. This can be done in a variety of ways including teacher observation, the use of checklists, questioning and discussion with individual learners, peer review, identification of individual contributions to a group presentation, peer assessment and individual write up of findings.

Developing skills for learning, skills for life and skills for work

This Unit will provide many opportunities for developing skills for learning, skills for life and skills for work.

The skills for learning, skills for life and skills for work should be developed across all Units of the Course. Each Unit may have a particular role in developing certain skills. Due to the flexible nature of this Course, centres have a great deal of flexibility to build in activities and approaches for developing skills.

The skills include **literacy, numeracy** and associated **thinking skills; skills for health and wellbeing**, including **personal learning planning, career management skills, working with others, leadership** and **physical co-ordination and movement skills**; and **skills for enterprise and employability**. These skills will be relevant to all children and young people and the responsibility of all practitioners.

(Building the curriculum 4, p 15)

Centres may also wish to consider the nature, interests and strengths of their learners when deciding which skills to develop in particular Units.

Literacy (reading)	Learners could be asked to read aloud; this could be linked to 'confident individuals' and used to introduce them to new vocabulary relevant to the geographical content of the course. Feedback as to the clarity of voice could be given.
Literacy (writing)	Learners may be given the opportunity to develop their writing ability through extended pieces of writing as well as shorter responses. Presentation of work in poster, diagram, or even computer layout will allow for feedback on the clarity of expression.
Literacy (listening and talking)	Learners could be given opportunities to work in groups; this could be linked to 'effective contributor'. Feedback as to the learner's ability to share tasks and work as a team could be given.
Numeracy (information handling)	Information handling will be present and linked to Outcome 1. Although the requirement is for this to be in the context of global geographical issues, there will be opportunities to develop this skill across all three Units of the Course.
Employability, enterprise and citizenship (citizenship)	Invite outside speakers to speak about tourist or health issues. Learners could be encouraged to consider international issues and the disparity of trade and wage levels. Become involved in fair-trade, or seek accreditation as a fair-trade school, or Rights Respecting School. Sustainable development could be considered together with tourism.
Thinking skills (understanding)	Learners can demonstrate understanding by identifying causes and/or consequences of the issue studied.
Thinking skills (applying)	Learners may be asked to apply their knowledge to a different case study area (ie earthquakes in developed and developing countries).

The skills for learning, skills for life and skills for work which are developed through this unit should not appear as an artificial 'bolt-on' but rather should occur as a natural part of the teaching and learning process.

Combining assessment across Units

While there is no requirement that all Outcomes and Assessment Standards are overtaken in a single assessment, there will be opportunities to devise activities which allow some or all of the Assessment Standards to be achieved at the same time. Such an approach may be helpful to reduce the overall assessment burden and provide more time for teaching and learning.

Information about combining assessment is given in the *Course Support Notes* and in the *Unit assessment support packs*.

Equality and inclusion

The high degree of flexibility within this Unit in terms of possible approaches to assessment means that Course and Unit planners can consider and remove potential barriers to learning and assessment. This Unit should be accessible to all learners.

It is recognised that centres have their own duties under equality and other legislation and policy initiatives. The guidance given in this document is designed to sit alongside these duties but is specific to the delivery and assessment of the Unit.

Alternative approaches to Unit assessment to take account of the specific needs of learners can be used. However, the centre must be satisfied that the integrity of the assessment is maintained and that any alternative approaches to assessment will, in fact, generate the necessary evidence of achievement.

Appendix 1: Reference documents

The following reference documents will provide useful information and background.

- ♦ Assessment Arrangements (for disabled candidates and/or those with additional support needs) — various publications are available on SQA's website at: www.sqa.org.uk/sqa/14977.html.
- ♦ [*Building the Curriculum 4: Skills for learning, skills for life and skills for work*](#)
- ♦ [*Building the Curriculum 5: A framework for assessment*](#)
- ♦ [*Course Specifications*](#)
- ♦ [*Design Principles for National Courses*](#)
- ♦ [*Guide to Assessment*](#)
- ♦ Principles and practice papers for curriculum areas
- ♦ [*SCQF Handbook: User Guide*](#) and [*SCQF level descriptors*](#)
- ♦ [*SQA Skills Framework: Skills for Learning, Skills for Life and Skills for Work*](#)
- ♦ [*Skills for Learning, Skills for Life and Skills for Work: Using the Curriculum Tool*](#)
- ♦ [*Coursework Authenticity: A Guide for Teachers and Lecturers*](#)

Appendix 2: Suggested websites

All websites current March 2015.

Climate change

<http://www.metoffice.gov.uk/climate-guide/climate-change>
<http://epa.gov/climatechange/kids/basics/index.html>
<http://www.mysusthouse.org/game.html>
<http://www.energyville.com/energyville/>
<http://www.greenpeace.org.uk/files/swfs/migrated/MultimediaFiles/Live/Video/3569.swf>

Impact of human activity on the natural environment

<http://www.eduweb.com/amazon.html>
<http://www.geography.learnontheinternet.co.uk/topics/tundra.html>

Environmental hazards

<http://www.bbc.co.uk/education/topics/ztv8q6f>
<http://news.bbc.co.uk/1/hi/sci/tech/4972366.stm>
http://www.bbc.co.uk/science/earth/natural_disasters/volcano
<http://stopdisastersgame.org/en/home.html>
<http://eduweb.com/portfolio/bridgetoclassroom/>

Trade and globalisation

<http://www.fairtrade.org.uk/>
http://news.bbc.co.uk/1/hi/in_depth/business/2007/globalisation/default.stm
<http://www.globaleducation.edna.edu.au/globaled/go/pid/1807>
<http://globaldimension.org.uk/resources/search/?sub=36>

Tourism

http://www.unesco.org/education/tlsf/mods/theme_c/mod16.html
<http://www.ecotourdirectory.com/ecotourism/>
<http://www.eduweb.com/ecotourism/eco1.html>
<http://www.eduplace.com/geonet/>
<http://www.travelpod.com/traveler-iq>

Health

<http://www.bbc.co.uk/scotland/education/int/geog/health/>
<http://www.schoolsandhealth.org/pages/HIVEducation.aspx>
<http://www.avert.org/aids-impact-africa.htm#>
<http://www.who.int/topics/malaria/en/>
<http://www.centreofthecell.org/interactives/flu/index.php>

General

http://www.educationscotland.gov.uk/nqcoursematerials/subjects/g/nqresource_tcm4819386.asp
<http://www.gatm.org.uk/>
<http://www.geography.org.uk/>
<http://www.globaldimension.org.uk/>

Administrative information

Published: May 2015 (version 2.0)

History of changes to Unit Support Notes

Version	Description of change	Authorised by	Date
2.0	'Approaches to learning, teaching and assessment' section updated to reflect changes to Outcome and Assessment Standards. Appendix 2: Suggested websites updated.	Qualifications Manager	May 2015

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