

# **National 4 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).

# Contents

## **Course Support Notes**

Introduction	1
General guidance on the Course	2
Approaches to learning, teaching and assessment	5
Equality and inclusion	15
Appendix 1: Reference documents	16
Administrative information	17

## **Unit Support Notes — Geography: Physical Environments (National 4)**

Introduction	24
General guidance on the Unit	25
Approaches to learning, teaching and assessment	26
Equality and inclusion	41
Appendix 1: Reference documents	42
Appendix 2: Suggested websites	43

## **Unit Support Notes — Geography: Human Environments (National 4)**

Introduction	44
General guidance on the Unit	45
Approaches to learning, teaching and assessment	46
Equality and inclusion	54
Appendix 1: Reference documents	55
Appendix 2: Suggested websites	56

## **Unit Support Notes — Geography: Global Issues (National 4)**

Introduction	56
General guidance on the Unit	57
Approaches to learning, teaching and assessment	58
Equality and inclusion	67
Appendix 1: Reference documents	68
Appendix 2: Suggested websites	69

# Introduction

These support notes are not mandatory. They provide advice and guidance on approaches to delivering and assessing the National 4 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*, the *Added Value Unit Specification*, and the Unit Specifications for the Units in the Course and the Unit assessment support packs. These Support Notes incorporate support for the Added Value Unit.

# General guidance on the Course

## Aims

The purpose of Geography is to develop the learner's understanding of our changing world and its human and physical processes. Opportunities for practical activities, including fieldwork, will be encouraged, so that learners can interact with their environment.

The contexts for study are local, national, international, and global. Geography draws on the social and natural sciences: interdisciplinary learning is therefore fundamental to geographical study and encourages links with other disciplines.

In the 21st century, with growing awareness of the impact of human activity on the environment and scarce resources, the study of Geography fosters positive life-long attitudes of environmental stewardship, sustainability and global citizenship. This qualification will furnish learners with the knowledge and skills to enable them to contribute effectively to their local communities and wider society.

## Progression into this Course

Entry to this Course is at the discretion of the centre. Many learners will benefit from having completed this Course at the level below. Others will draw on comparable learning or experience. Learners will require appropriate literacy and numeracy skills in order to overtake the requirements of this Course.

### Experiences and outcomes

New National Courses have been designed to draw on and build on the curriculum experiences and outcomes as appropriate. Qualifications developed for the senior phase of secondary education are benchmarked against SCQF levels. SCQF level 4 and the curriculum level 4 are broadly equivalent in terms of level of demand although qualifications at SCQF level 4 will be more specific to allow for more specialist study of subjects.

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

The Social studies principles and practices and relevant aspects of Social studies: People place and environment experiences and outcomes may provide an appropriate basis for entry to this Course.

When considering whether this Course is appropriate for a particular learner, you 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.

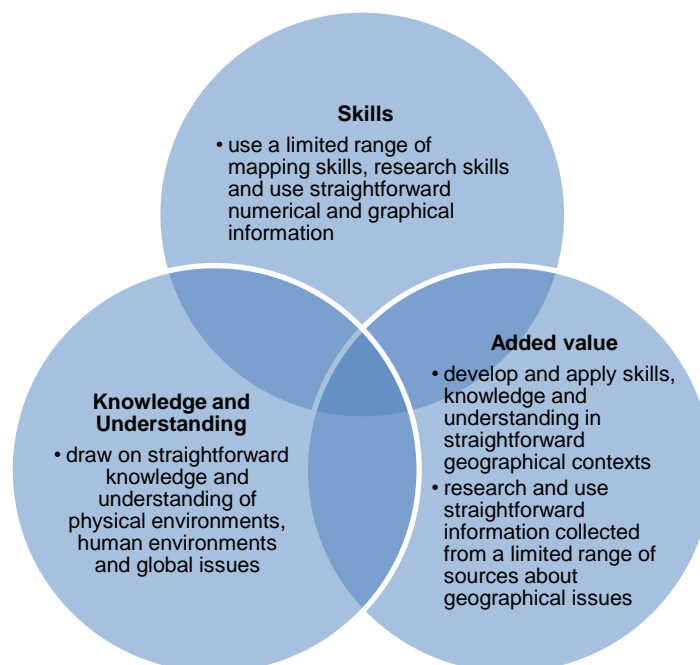
## Skills, knowledge and understanding covered in this Course

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 *Added Value Unit 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.

Full skills and knowledge for the Course are provided in the *Added Value Unit Specification*. A broad overview of the mandatory subject skills, knowledge and understanding that will be assessed in the Course includes:



## Progression from this Course

This Course may provide progression to Units or Courses in related social subjects or social science as well as a range of careers. In particular this Course provides progression to National 5 Geography.

## 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 suite of Courses and relevant Courses in Science. 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.

Learning should be progressive and not repetitive as learners progress through the levels. Course planning may involve returning to concepts or themes developed at a lower level in order to develop knowledge and understanding and skills in greater depth. However, it is important that any content in a Course at one particular SCQF level is not repeated excessively as 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.

The hierarchical nature of Geography Courses and Units allows the delivery of National 4 and National 5 together. The degree of choice 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.

Different learners develop at different speeds. Hence, it is important that the learner is given the possibility to achieve at the highest level. The hierarchical nature of the Units and Course means that individual learners can be assessed, within the same context, at the appropriate level for them at that time. Learners should be given the opportunity to be assessed at the highest level they are capable of. The profile of an individual learner may consist of Unit awards at more than one level, with some at a level higher than the overall Course award.

The requirements of the National 4 Added Value Unit and the assignment at National 5 have been designed to facilitate flexible delivery. The activities undertaken in preparation for the National 5 Assignment may generate evidence to meet the requirements of the National 4 added value unit. If this approach is used, centres must ensure that the learner's evidence generated within the National 5 Assignment is carefully measured against the appropriate standard of the National 4 Added Value Unit. The requirements of the National 5 Assignment and the National 4 Added Value Unit are not differentiated solely by the level of the learner's response.

Further information is available at: [www.sqa.org.uk/rpa/](http://www.sqa.org.uk/rpa/)

# Approaches to learning, teaching and assessment

Detailed advice and exemplification of approaches to generating evidence through teaching and learning and different approaches can be found in the following *Unit Support Notes* for National 4 Geography:

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

The Geography Course should be seen as a coherent study demonstrating the interaction of physical and human processes on geographical topics and issues. There will be opportunities throughout the Course to reinforce and deepen learning by making links between aspects of knowledge and understanding across Units, depending on the particular topics, issues and contexts studied. For example:

- ♦ Understanding of weather in the UK will enhance understanding of global issues such as climate change.
- ♦ Understanding of Global Issues such as development and health may be enhanced by studying Human Environment issues such as population.

Learning about Scotland and Scottish culture will enrich the learner's learning experience and help them to develop the skills for learning, life and 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.

Each Unit has a specific skills focus for assessment purposes:

Geography: Physical Environments	Mapping skills, including the use of Ordnance Survey maps
Geography: Human Environments	Research skills, including the use of fieldwork
Geography: Global Issues	Use of numerical and graphical information

It is important to stress that particular skills have been allocated to individual Units for Unit 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 and numerical information may be presented in the context of any of the three Units of the Course.

The Course overall is intended to develop all the skills outlined in the Course Specification. The skills should be developed and practiced across all the Units.

They should not be taught in a narrow way, within one Unit only. It would be beneficial to develop numerical and graphical information skills in a topic or issue from within the Human Environments Unit; for example using numerical and graphical information to compare indicators from developed and developing countries or develop mapping skills in Human Environment contexts.

There is no recommended teaching order for the Units in this Course. Course planners may wish to consider how best to introduce the Geography assignment; for example wait until learners have covered a range of topics before making a decision about the topic or issue to be studied. However the development of skills should be a part of teaching and learning from the outset and learners will progressively build up the skills and retain evidence of these skills throughout the Course.

There are likely to be opportunities in the day-to-day delivery of the Units in a Course to generate evidence which satisfies completely or partially a Unit or Units. This is naturally occurring evidence and may be recorded as evidence for the Units or parts of the Units.

Considerable flexibility exists in the method and form of Unit assessment. For Unit assessment purposes, a variety of methods may be used to gather evidence such as limited written responses, use of sources, learner presentations, role play, research activities and creation of various media.

Assessment is an integral part of learning and teaching in Curriculum for Excellence. The National 4 Geography Course should encourage and support independent learning as appropriate to the ability of the learner. Learners should have a clear understanding of the requirements of the Course. They should be encouraged to set their own learning objectives, assess the extent of their existing knowledge and be encouraged to review their own progress.

Learners learn best when they: understand clearly what they are trying to learn, and what is expected of them, are given feedback about the quality of their work, and what they can do to make it better, are given advice about how to make improvements and are fully involved in deciding what needs to be done next, and understand who can give them help if they need it. Teachers and lecturers should:

- ◆ share learning/assessment criteria
- ◆ deliver effective feedback
- ◆ encourage peer and self-assessment
- ◆ question effectively using higher order questioning when appropriate

The use of assessment for formative purposes can provide an important role in raising attainment by:

- ◆ giving feedback
- ◆ detailing progress
- ◆ identifying learners' strengths and areas for development

Group work approaches can be used within Units and across Courses where it is helpful to simulate real life situations, share tasks and promote team working skills. However, there must be clear evidence for each learner to show that the learner has met the required assessment standards for the Unit or 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 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 on 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 on the learner; increasing the complexity of a single source will also have the effect of increasing the level of demand.

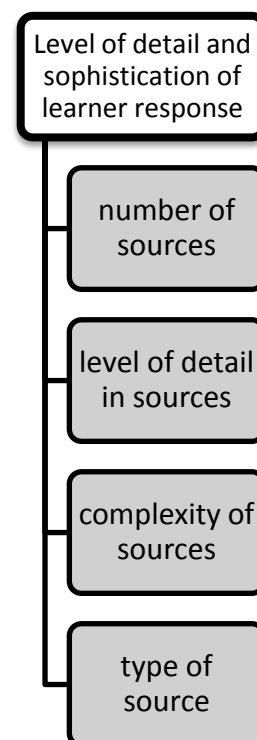
Greater complexity within a source may be achieved by increasing the amount of information, the level of detail, the method of presentation, etc. It should also be noted that a relatively straightforward source may be capable of a range of responses.

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 be 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 that 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 the Assignment assessment information and Unit assessment support packs.

On making assessment judgements between levels the following guidance aims to provide high level advice on the characteristics of typical learner responses. 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).



<b>Level</b>	<b>Possible learner responses</b>	<b>Possible question types</b>
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	Detailed response Description and explanation required with some analysis Clarity in expression of ideas Insightful use of evidence Use of appropriate exemplification	Describe, in detail, ... Explain, in detail, ... To what extent ... How important ...
National 4	Limited response Brief descriptions and brief explanations Some clarity and structure in response Limited use of evidence Use of obvious exemplification	Describe ... Give reasons ...
National 3	Short response/outline Short descriptions Able to give an obvious reason Ability to make limited use of simple evidence	Outline Give two reasons

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

Through the successful completion of this Course important skills for learning, skills for life and skills for work are developed. A full list of these is contained in the Course Specification. Further advice of how these skills may be developed is 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 practice and improve them.

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

There will be opportunities for other, additional skills for learning, skills for life and skills for work to be developed in the Unit. Writing is a good example. However, this could vary depending on approaches being used to deliver the Unit in each centre and this 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 5, Higher and the world of work. Geography texts may include written information, maps and scientific texts at an appropriate level. Skills of numeracy will be developed through the evaluation of a range of numerical, statistical and graphical sources of information.

Citizenship will be an important aspect of this Course through a study of global geographic and environmental issues and how they impact on individuals, society and the environment thereby raising awareness of issues which are having an impact on our world 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.

### **Reading**

Through completing the Course learners will have the opportunity to develop many aspects of literacy. Geography has a particular role in developing skills of reading maps in order to identify and extract information. In addition, they may read a variety of texts about topic or issue they are studying, including newspapers in print or electronic form. They may study these alongside academic research or government reports at an appropriate level. This means that they will also be able to consider many different types of text and consider their benefits and limitations in terms of providing information to help them complete the Assignment.

**Information handling**

In their study of global issues; learners will encounter and use a wide range of numerical, graphical and pictorial information. They will be required to handle statistical information in a range of formats, eg line graphs, pie charts, bar graphs. They should use information from a range of sources and be able to interpret and evaluate this data.

**Citizenship**

Where relevant, the Course may provide opportunities for candidates to deepen their understanding of geographic and environmental topics or issues facing society. Geography provides opportunities to consider issues of sustainability which will impact on the lives of themselves and others, now and in the future. The global nature of Geography allows learners to broaden their horizons and reflect on life in other countries thereby deepening their understanding of life within their own society.

**Understanding and applying**

The Course will involve candidates in extensive work to use and interpret different sources of information. Any piece of information, or source, is capable of yielding more or less relevant input to a study, depending on the skills of the candidate. However, it is reasonable to expect that teachers or tutors to direct more able candidates to more complex, and potentially richer sources of information.

Examples of analysis and evaluation likely to be found within a National 4 Assignment may include the following:

- ◆ identifying features and using information from a limited range of maps including Ordnance Survey maps
- ◆ considering the usefulness of a particular research method, eg fieldwork versus an interview or survey
- ◆ comparing approaches to the management of straightforward environmental issues

Further exemplification of how skills for learning, skills for life and skills for work may be developed can be found in the National 4 Geography Unit Support Notes.

## Added value and gathering evidence

At National 4, the added value will be assessed in the Added Value Unit.

Information given in the *Course Specification* and the *Added Value Unit Specification* about the assessment of added value is mandatory.

The learner will draw on, extend and apply the skills, knowledge and understanding they have learned during the Course. This will be assessed by a Geography Assignment.

### Choice of topic

The Geography Assignment will require the learner to demonstrate challenge and application related to a geographical topic or issue. The learner will research and use information from a limited range of straightforward sources. The learner should use at least two methods of collecting information. They should use the information collected in order to demonstrate knowledge and understanding of the topic or issue studied.

### Mentoring

The teacher/learner should engage in a mentoring process with the learner. This will involve offering advice and guidance on an appropriate choice of topic or issue, directing the learner to potential sources of information and helping the learner structure their work. The teacher/lecturer should offer the learner guidance on an appropriate choice of topic or issue that allows the learner potential to extend and apply their skills, knowledge and understanding. For example, a learner may be interested in the topic population growth but may need guidance to decide on an appropriate focus within the broad topic. Many issues will be relevant to more than one of the Course Units, and this is acceptable.

While the learner should choose the question to be researched, the teacher/lecturer will provide guidance on access to available resources. It would be reasonable for the choice the learner makes to be one where the teacher/lecturer has some expertise and has resources available to enable the learner to more successfully meet the Assessment Standards. The Geography Assignment encourages the use of fieldwork and can build on information gathered during class or group fieldwork activities, teachers/lecturers can provide guidance on how individual learners can demonstrate their individual skills within a group or class exercise. The local environment is a major resource for Geography courses and advice and guidance can be provided by teachers/lecturers on how learners can make best use of the local environment.

The teacher/lecturer may also give learners advice and guidance on how to structure the Geography Assignment. This should involve advice on a range of factors such as possible approaches to research and research questions, and possible methods of presenting their findings.

### **Time allocation**

The Geography Assignment need not be seen as an end of Course activity. It can be prepared for, carried out and assessed at any point within the National 4 Geography Course. Learners should be given sufficient time to generate the required evidence to meet the Assessment Standards.

Each Course has six SCQF credit points to allow additional time for preparation for assessment. This time may be used throughout the Course for consolidation and support, preparation for Unit assessment, for further integration, enrichment and preparation for next steps.

### **Evidence**

Learners will communicate their findings in a form that shows evidence of the skills they have used and which clearly communicates their findings. They may present their findings in a variety of ways. The aim of the presentation of findings is to assess the quality of the learner's research and understanding of the topic or issue.

### **Authentication**

Assessment of the National 4 Added Value Unit may raise particular concerns about authentication of candidate work. However the following advice is relevant to all Unit assessment.

Authenticating learner evidence is more challenging when the teacher/lecturer does not have the opportunity to observe the learner carrying out activities or producing evidence at first hand. When the teacher/lecturer does not have this *direct evidence*, he/she will need to take steps to confirm that the learner's evidence was genuinely produced by them. This process is often referred to as authentication. A rigorous authentication system can minimise the number of malpractice cases encountered.

Authentication can be achieved by using one or more of:

- ◆ use of personal logs
- ◆ questioning
- ◆ observation
- ◆ software programmes for detecting plagiarism
- ◆ producing evidence under controlled conditions

### **Personal logs**

Where learners are producing evidence over an extended period of time, a diary or 'log' of the activities they do in the course of the assessment can be maintained. The log can be used to record success and problems, and can provide the teacher/lecturer with a basis for questioning. The log can also be used for authentication. The log could include dates and times for the events described. A fieldwork report can be used to authenticate fieldwork carried out and the individual learner's experience.

### **Questioning**

When the teacher/lecturer has not been able to see a learner perform activities at first hand, it will be useful to ask them questions about what they did and why they did it. This will help the teacher/lecturer to confirm that the learner has done the work presented as their own.

**Observation**

Where learners are producing evidence within a centre, teachers/lecturers can gather evidence and authenticate evidence through direct observation of learners. Checklists can be a helpful resource in doing this. Particularly where learners are producing evidence orally, this methodology can help in the gathering of naturally occurring evidence

**Software programmes for detecting plagiarism**

A range of commercially produced software programmes is available to detect plagiarism.

**Producing evidence under controlled conditions**

Producing evidence under controlled conditions may provide an appropriate way of authenticating learner evidence.

**Re-assessment**

Normally learners should be given one, or in exceptional cases, two reassessment opportunities. Re-assessment should be carried out under the same conditions as the original assessment. It is also the centre's responsibility to decide the nature of the re-assessment which is most appropriate for each learner on each occasion.

While it is recommended that assessment should take place when the learner is ready, the teacher/lecturer is responsible for monitoring the learner's progress and in the majority of circumstances support should be provided so that the centre is confident that the learner is secure in their learning before they complete the assessment. It is the centre's responsibility to ensure appropriate learning and teaching, and to provide support for learners, including opportunities for appropriate consolidation and support for learning both before and, if necessary, after the assessment.

Tasks should be created that allow for personalisation and choice. Learners should be given the opportunity to choose a topic that has interest for them and they should be encouraged to choose a variety of relevant sources for research. Learners should also choose a method of presentation that suits them.

Flexibility in the choice of topic and method of presenting evidence within Unit assessments allows learners to choose the method of study and form of assessment that allows them to best demonstrate their capabilities. This flexibility provides more opportunities to demonstrate attainment in a variety of ways for all learners and reduces barriers to achievement.

This flexibility can aid in the delivery of the National 4 Geography Course as the teacher/lecturer could use personalisation and choice as a vehicle for differentiation in terms of the expected success criteria for each learner.

## Combining assessment across Units

If an integrated or thematic approach to course delivery is used then 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 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 learner's 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 by using maps in a range of contexts across Units, and numerical and graphical information can be used 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 Standard not achieved by the combined assessment are covered by a further assessment. Therefore, when designing an assessment to cover multiple Units, assessors must ensure that they track and record where evidence of individual Units appears. Further information and exemplification 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 in order that the Course is 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](http://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](http://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

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**Published:** May 2015 (version 1.1)

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## 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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Note: You are advised to check SQA's website (**[www.sqa.org.uk](http://www.sqa.org.uk)**) to ensure you are using the most up-to-date version.

## **Unit Support Notes — Geography: Physical Environments (National 4)**



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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 on approaches to delivering and assessing the Geography: Physical Environments (National 4) 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 *Added Value Unit Specification*
- ◆ the *Course Support Notes*
- ◆ Unit assessment support packs

# General guidance on the Unit

## Aims

The general aim of this Unit is to develop the learner's geographical skills and techniques in the context of physical environments. However, the specific skills focus for assessment purposes is the development of mapping skills. Learners will develop knowledge and understanding of various aspects of the physical environment through the study of a variety of landscape types and weather in the United Kingdom.

## Progression into this Unit

Entry to this Unit is at the discretion of the centre. Many learners will benefit from having completed this Unit at the level below. Others will draw on comparable learning or experience. Learners will require appropriate literacy and numeracy skills in order to overtake the requirements of this Unit.

When considering whether this Unit is appropriate for a particular learner, you should refer to the skills, knowledge and understanding for the Course, 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 Unit

Information about skills, knowledge and understanding is given in the National 4 Geography *Course Specification*.

If this Unit is being delivered on a free-standing basis, teachers and lecturers are free to select the skills, knowledge, understanding and contexts which are most appropriate for delivery in their centres.

## Progression from this Unit

This Unit may provide progression to a range of qualifications in related social subjects and science and in particular to National 5 Geography.

# 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 added value
- ♦ approaches to developing skills for learning, skills for life and skills for work

This section provides suggestions and examples of how learning and teaching might be approached in the Geography: Physical Environments Unit.

## **Personalisation, choice and inclusion**

The Unit identifies four landscape types, two of which should be chosen for learning and teaching. This creates ideal opportunities for learner-led and teacher-led personalisation and choice.

The United Kingdom focus further promotes choice through the case-study areas used. National 4 candidates may find it more inclusive to consider landscape types that are more local to them, where possible.

Personalisation and choice are key components of Curriculum for Excellence. Enjoyment and enthusiasm for the subject can be maximised by giving learners the freedom to choose landscape types and/or case study areas. By using learning and teaching techniques, such as co-operative learning, there is the potential for a single class cohort to investigate different landscape types independently, then to engage in peer-teaching. This style of approach would also support meaningful assessment of individuals' knowledge and understanding as well as embracing the four capacities.

## **Considerations for teaching and learning**

This section gives some topics that might be considered when planning the delivery of the Geography: Physical Environments Unit:

- ♦ choosing the landscape types
- ♦ inclusion of basic earth science
- ♦ the case for fieldwork
- ♦ suggestion of resources and organisations

## **Choosing the landscape types**

Centres should carefully consider how best to identify the two landscape types that will be studied:

- ♦ glaciated uplands
- ♦ upland limestone
- ♦ coastal landscapes
- ♦ rivers and valleys

With co-operative learning approaches it could be appropriate to have more than two landscape types being investigated within a class cohort. Such an approach could maximise personalisation and choice as well as the learners' levels of

enjoyment. Vertical planning within the curriculum should, however, be remembered as excessive content repetition between levels is to be avoided. The intention of four landscape types is to allow two types to be studied at National 4 with the other two being studied at National 5.

### **Inclusion of basic Earth science**

Learners understanding of landscape types will be enhanced through a basic understanding of earth science.

- 1     Glaciated uplands require learners to appreciate:
  - ◆   past climate change of glacial and interglacial periods
  - ◆   landscape weathering (such as freeze-thaw weathering)
- 2     Upland limestone requires learners to appreciate:
  - ◆   rock classification (what is a sedimentary rock)
  - ◆   role of glacial erosion in exposing limestone to weathering,
  - ◆   landscape weathering (such as freeze-thaw weathering)
- 3     Coastal landscapes require learners to appreciate:
  - ◆   role of rock type (and hardness) on landscape type
  - ◆   how sea level change might impact on coastal landscapes
- 4     Rivers and valleys require learners to appreciate:
  - ◆   how different rock types erode
  - ◆   role of relative rock hardness in landform formation

Although these topics may at first appear potentially challenging, the core concepts are embedded in much of the earth science teaching currently delivered in upper primary and lower secondary (Curriculum for Excellence levels 2 and 3).

Inclusion of basic earth science also supports holistic learning when the topics for the Global Issues Unit are considered. If teachers/lecturers are considering the delivery of the climate change or environmental hazards topics in particular then coverage of basic earth science will be both worthwhile and complementary.

### **The case for fieldwork**

Fieldwork should be seen as a key element of geographical learning. It can be used to reinforce map skills, build independent research skills and expand the learner's understanding of landscapes and weather in the United Kingdom.

Fieldwork should be seen within the context of outdoor learning, a key component of Curriculum for Excellence. Teachers/lecturers might consider fieldwork at a range of levels; from the immediate school grounds which can be accessible within the normal teaching timetable, to local day trips and residential opportunities within the Scotland and the United Kingdom.

Fieldwork opportunities, at any level, are a powerful way of building the four capacities into the curriculum. The [Education Scotland Outdoor Learning](#) (OL) resources are an excellent starting place to explore generic issues of learning



and teaching outdoors. Every local authority will also have a nominated OL contact who will be able to give local advice or suggestions.

### **Suggestion of resources and organisations**

This section gives a limited list of organisations and sources of information which teachers/lecturers may find useful. This is far from being exhaustive. Hopefully it gives a few new avenues which may help to update and invigorate learning, teaching and assessment across National level Geography Units and beyond.

### **UK national parks**

Examples include:

- ◆ Cairngorm National Park
- ◆ Loch Lomond and The Trossachs National Park
- ◆ Yorkshire Dales National Park

Both Scottish national parks have worked closely with the National Nature Reserves and Education Scotland to produce a wealth of resources for Scottish schools.

For upland limestone landscapes, teachers/lecturers may find the Yorkshire Dales National Park Authority particularly useful.

### **Scotland's Geoparks**

Geoparks are territories with exceptional earth heritage which use that heritage to promote sustainable development. There are currently two in Scotland and others in England, Wales and Northern Ireland:

- ◆ Northwest Highlands Geopark
- ◆ Geopark Shetland
- ◆ The European Geopark Network

### **Other stakeholders who can reinforce Geography learning**

There are many organisations outwith schools/colleges that are enthusiastic to be involved in the delivery of education. The Physical Environments Unit Outcomes give ideal opportunities for engaging with activities which support the curriculum. In some cases these organisations may also be interested in visiting schools/colleges.

This list suggests just some of the organisations who may be able to offer a real-life perspective on issues of land use, conflict and management:

- ◆ Royal Society for the Protection of Birds — charity and major Scottish landowner
- ◆ Scottish Natural Heritage — government-funded body responsible for many rural issues
- ◆ John Muir Trust — charity and landowner
- ◆ BP — global energy company with a range of educational materials

Other possible sources of information to support learning are:

- ◆ Education Scotland: Outdoor Learning
- ◆ Thinking through Geography (for thinking skills activities)
- ◆ British Geological Survey

- ◆ Geological Society — Rock cycle education materials

The above lists are not exhaustive. Local agencies are often the most appropriate.

## Approaches to assessment and gathering evidence

Assessment is an integral part of learning and teaching in Curriculum for Excellence. National 4 Geography should encourage and support independent learning. Learners should have a clear understanding of the requirements of the Course, should be encouraged to set their own learning objectives, assess the extent of their existing knowledge, and to review their own progress.

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

Learners learn best when they:

- ◆ understand clearly what they are trying to learn, and what is expected of them
- ◆ are given feedback about the quality of their work, and what they can do to make it better
- ◆ are given advice about how to make improvements and are fully involved in deciding what needs to be done next, and who can give them help if they need it

Teachers and lecturers should:

- ◆ share learning/assessment criteria
- ◆ provide effective feedback
- ◆ encourage peer and self-assessment
- ◆ question effectively using higher order questioning when appropriate

Tasks should be created that allow for personalisation and choice. Learners should be given the opportunity to choose a topic that has interested them and they should be encouraged to choose a variety of relevant sources to research and also method of presentation that suits them in order to facilitate personalisation and choice.

This can aid in the delivery of National 5 Geography and National 4 Geography as the teacher/lecturer could use personalisation and choice as a vehicle for differentiation in terms of the expected success criteria for each pupil. Learner log books could be created in order to record pupil achievement in the outcomes on a regular basis, in order to provide evidence which satisfies completely or partially a Unit or Units.

Teachers/lecturers should use inclusive approaches to assessment that take into account the specific needs of their learners. Teachers/lecturers should use appropriate content, resources and assessment materials that recognise the achievements and contributions of different groups.

A variety of methods of assessment should be used to gather evidence such as extended writing, source evaluation, pupil presentations, role play, investigation work and creation of various media that will allow learners and teachers to establish their next steps.

## **Approaches to the generation of evidence for assessment purposes through teaching and learning**

Geography: Physical Environments lends itself to a range of different approaches to teaching and learning which themselves have the potential to generate a wide range of assessment methods. This range and flexibility should allow teachers/lecturers to embed the concepts of personalisation, choice and inclusion into their evidence gathering.

This section gives some examples of teaching and learning approaches that can provide assessment evidence at National 4 level. In centres where National 4 and National 5 are taught together then teachers/lecturers would need to adapt the success criteria and differentiate by outcome where appropriate. The examples given here are:

- ◆ *Assessment for Learning* approaches to map skills
- ◆ Landscapes and Rural Management: case study approach
- ◆ Integrating weather to create holistic assessment approaches
- ◆ Examples of *Thinking Skills* approaches
- ◆ Incorporating GIS into teaching, learning and assessment
- ◆ Complementary certification — The John Muir Award

### ***Assessment for Learning* approaches to map skills**

Centres may find it appropriate to view map work from a skills-based approach. This can be particularly powerful with a mixed-ability cohort with varying levels of prior knowledge. A skills test can be a starting point with activities attached to those questions the learner did not achieve. This way, learners identify their own weaker areas and complete tasks appropriate to their understanding.

Learners aiming to gain National 4 level should be comfortable with straightforward map skills in a range of scenarios, whilst those aiming for National 5 should be comfortable with a wider range of more developed map skills. These skills should include:

- ◆ compass directions
- ◆ scale and distance
- ◆ contour and relief patterns
- ◆ identifying location using grid systems, including Ordnance Survey grid referencing
- ◆ identifying landforms, characteristics and land uses

- ◆ specialist thematic mapping skills associated with weather systems, such as synoptic charts

It might be reasonable to expect a National 4 candidate to be comfortable with four-figure grid references but find six-figure grid references more challenging. National 4 candidates may also find complex specialist maps, such as detailed synoptic charts challenging, whereas, comprehension of such maps would be expected at National 5 level.

Many of these skills are obtained earlier in a learner's education. Teachers/lecturers may therefore find the *Assessment for Learning* approach is an appropriate way to refresh and reinforce map skills as well as providing evidence for assessment purposes.

One example of such an approach would be to set the learners a short refresher test with questions assessing specific map skills. Learners, with guidance from teachers/lecturers then agree on success criteria before marking their assessments and deciding whether or not their understanding of each of the skills is sufficient. Where a learner's understanding of a particular map skill is deemed to be lacking, then the teacher/lecture (or peer group) can provide support.

A repeat attempt of the refresher test would then assess levels of understanding after revisiting the necessary areas.

Map skills that have not previously been developed by learners could be delivered in whole-class activities and incorporated into the assessment test.

It should be remembered that map skills are the key skills element for this Unit. To help bring this alive for learners it might be appropriate to combine map skills with some GIS applications. This GIS might take the form of class demonstrations — showing classes how data can be presented alongside mapping, whole-class activities — where data collected as a class is fed into the GIS to produce a final class product, so giving an ideal opportunity for peer and class assessment. With learners who are achieving well in the map skills element of the Unit, and perhaps fieldwork activities, individual GIS work may work as a form of differentiation. See GIS section below for exemplification of possible approaches.

An alternative/complementary approach to assess map skills may be to embed them within the landscape type section. For example, to deliver the learning and teaching for rivers and their valleys, learners might follow a river from source to mouth identifying features, characteristics and land uses using an OS map. Using map skills to accurately describe the course of a river would therefore provide assessment evidence for elements of the Unit requirements.

### **Landscapes and rural management: case study approach**

An aspect of the Geography: Physical Environments Unit is the understanding of land uses, possible conflicts that might arise, and the management of these conflicts within the selected landscape types.

This creates a situation where case studies and role play can be used for effective learning and teaching, and ultimately the collection of assessment evidence. Within Scotland alone we have a wealth of land use examples that can be used here. Here is just one suggestion of how this could be applied in the classroom where glacial uplands and rivers and their valleys have been chosen

as landscape types. (Note that this landscape pairing is not possible at National 5 where there is a question paper, it is however possible at National 4 due to the open nature of the Unit Specifications.)

#### *Examples of land use*

Using Cairngorm National Park as a focus, learners identify the wide range of land uses within the glaciated upland area which includes several major Scottish rivers, including the Spey and the Dee.

#### *Possible conflicts/land management issues*

Learners begin to assess different pressures on the landscapes. At National 4 level this might be as straightforward as the likes of canoeing versus angling. Candidates should however be encouraged to progress their understanding of more complex conflicts. Tourism-related conflicts can be a successful starting point, considering the issues around 'honey-pot' settlements such as Aviemore.

#### *Management of these conflicts/challenges*

Learners research the different organisations involved in the area. These might include the CNPA, landowners such as the RSPB, interest groups representing conservation groups, sporting organisations and local industry/chamber of commerce.

Learners may visit the area first hand or use a combination of media sources to conduct virtual fieldwork, displaying their findings in programmes such as Google Earth.

#### *Assessment*

Creating a role-play scenario might assess learners understanding of the issues and allow greater depth of understanding to be developed.

At National 4 learners might be asked to take on the role of a farmer applying for the tenancy of a local farm. They would need to describe how they would farm their land and participate in farm diversification activities in a way that suits the landscape and the neighbouring tenants, without causing conflicts.

Role-play scenarios can also be adapted to suit/challenge the learners. The final product might be a written report, an oral presentation or more original, multi-media end-product.

A learning and assessment strategy, similar to the one outlined, lends itself to further development by comparing the Scottish situation with a similar tourism hotspot in another part of the world (for example the Canadian Rockies or New Zealand Alps). Such developments take a holistic approach to Geography and build links with some topics in Geography: Global Issues Unit.

By building a comparison between UK and global examples, centres can produce a combined assessment which provides evidence of more than one Outcome or Unit.

### **Integrating weather to create holistic assessment approaches**

Outcome 2 of this Unit is focused on the understanding of landscape types and the issues surrounding land use and land management and weather.

Content that teachers/lecturers may consider appropriate includes:

- ◆ measuring and recording the elements of the weather
- ◆ factors affecting weather, such as latitude, altitude, distance from the sea
- ◆ air masses that affect the UK
- ◆ how air pressure affects weather conditions in the UK
- ◆ weather conditions associated with the passage of frontal systems

It might be appropriate for parts of this Outcome to be covered when working through the landscape types. For example, if learners are considering different land uses in the Scottish Highlands then an investigation of the factors that affect the weather (and in turn affect the land use) would be very appropriate.

Some background to weather conditions and systems may be required but this will also depend on how centres have addressed the Curriculum for Excellence level 3 and level 4 experiences and outcomes prior to National 4. Where prior knowledge and understanding is being assumed, teachers/lecturers must remember that not having completed Curriculum for Excellence outcomes should not represent a barrier to achieving the Units and Course at National level.

The temptation with this Outcome is to treat it separately from the other physical environment Outcomes, so creating a weather unit 'within a unit'. Centres may find that engagement and enthusiasm for the Unit is increased if this is kept to a minimum with the knowledge being applied to real weather scenarios within the landscape types being studied. Centres may also find that, as mentioned above, much of the general weather knowledge and understanding has been gained at Curriculum for Excellence level 3 and 4 experiences and outcomes and therefore only reinforcement and revision are required for some of the concepts.

<b>Landscape type</b>	<b>Weather concepts that could be embedded in learning and teaching</b>
Glaciated uplands	<ul style="list-style-type: none"> <li>◆ Upland temperature range resulting in freeze-thaw weathering</li> <li>◆ Impact of altitude on temperature change</li> <li>◆ Impact of mountains on relief rainfall</li> <li>◆ Use case-study to reinforce weather variations across UK</li> <li>◆ Impact of weather conditions on land uses such as farming, recreation (eg skiing), forestry, settlement and transport</li> </ul>
Upland limestone	<ul style="list-style-type: none"> <li>◆ Upland temperature range resulting in freeze-thaw weathering</li> <li>◆ Impact of altitude on temperature change</li> <li>◆ Use case-study to reinforce weather variations across UK</li> <li>◆ Impact of weather conditions on land uses such as farming, recreation, settlement and transport</li> </ul>
Coastal landscapes	<ul style="list-style-type: none"> <li>◆ Storm conditions associated with air pressure impacting on rates of erosion and deposition</li> <li>◆ Impact of weather conditions on land uses such as farming, recreation (eg holiday resorts), settlement and transport</li> </ul>
Rivers and valleys	<ul style="list-style-type: none"> <li>◆ Differences in weather conditions along the river course (eg upland source versus coastal river mouth)</li> <li>◆ Role of snowmelt in river flow/seasonal usage</li> <li>◆ Changing river flow due to changing conditions, such as a passage of frontal system (and how this may impact on landform formations — waterfalls, meanders, floodplains)</li> <li>◆ Impact of weather conditions on land uses such as farming, recreation (eg water sports), settlement and transport</li> </ul>

The most obvious links are with weathering rates impacting on landforms and the impact of weather on human land uses and resulting conflicts.

Traditionally, the understanding of the passage of more complex frontal systems, has been considered beyond the requirements of a candidate at National 4 equivalent level. Centres may find that the inclusion of air pressure at Curriculum for Excellence level 4 experiences and outcomes mean that National 4 candidates are now better prepared for this more challenging Geographical learning as it represents clear progression to National 4.

### Examples of *Thinking Skills* approaches

Geographical education develops strong skills in reasoned debate and thinking as well as information recall (as acknowledged in skills for learning, skills for life and skills for work). The inclusion of conflicting land uses and rural management strategies within Physical Environments lends itself to explore the learners' thinking skills and create excellent opportunities for evidence gathering.

Thinking skills strategies have been popular in Geography for many years, particularly after the publication of David Leats' [\*Thinking through Geography\*](#) series.

By encouraging thinking skills and reasoned argument in the classroom environment, teachers/lecturers can assist learners in fulfilling many of the skills of the Geography Course, in particular:

- ◆ research and use information collected from a range of sources about geographical issues
- ◆ interpret and use information from a range of sources, including maps

Teachers/lecturers may be particularly interested in the thinking skills techniques of:

- ◆ **Living graphs:** where theoretical graphs are annotated with real-life scenarios, so bringing the concept to life. For example, a graph of stream flow or storm hydrograph might be produced then comments relating to events pre-flood, during the flood and post-flood added. By including comments that can be added to several parts of the graph the learner must justify their decision, so allowing the teacher/lecturer to check both their understanding of the concept and their evaluating and reasoning skills.
- ◆ **Mysteries:** where a scenario is given to learners along with a pack of cards, each containing a piece of information which may or may not be relevant to their understanding of the scenario. With no right or wrong answer, this technique is particularly good for developing a learner's skills of reasoning and evaluating. Mysteries can prove a successful way of rounding of a land use conflict or land management issue. When combined with extended writing and a clear set of success criteria, this can be a successful way to produce a holistic and detailed assessment tool.

After any of these activities, learners might be asked to produce a piece of work that can form part of their assessment evidence. This might be a written piece, a short justification, an annotated graph, a presentation, or other end-product.

Any of these activities can be easily differentiated to meet the expectations of National 4 and National 5. The simple addition of more complex comments or annotations can elevate a National 4 task to be National 5. Alternatively, the difference between National 4 and National 5 might be better expressed through the learners justification, rather than the materials used in the activity.

### Incorporating GIS into teaching, learning and assessment

Geographic information systems (GIS) represent a powerful tool to engage learners with applied map skills. It also represents another potential form of assessment/collating evidence of a learner's knowledge and understanding. GIS does not however need to be overly complex.



In its simplest form a GIS is just the combining of maps (geospatial data), data (perhaps statistical collected during fieldwork) and database entries. There are many commercial GIS companies who are producing software for schools. A simple GIS can also be created with Google Earth:

#### *Pictorial GIS*

When plotting a series of waypoints in Google Earth, all sorts of data can be attached. For example, something as simple as pictures can be uploaded to show landscape types, land uses and weather conditions. These pictures might come from a field trip or form a virtual field trip in the classroom. Teachers/lecturers may find Digital Explorer helpful. [Digimaps for Schools](#), a map subscription from Edinburgh University, might also be a useful tool.

#### *Graphical GIS*

Using a combination of Google Earth and Google Graphs, bar graphs and choropleths can be located onto a mapped surface. This makes a relatively simple graphing task far more impressive to look at and more engaging, particularly for learners with an interest in IT. For example, river width measurements could be plotted as bar charts on a Google Earth mapped surface. This requires waypoints to be added which also has the potential to introduce learners to the use of GPS when collecting field data. This is a technique that has been very well used by the Field Studies Council — Kindrogan Centre.

These are just two examples of how free, down-loadable software can be used to reinforce map skills, introduce GIS and build enthusiasm and engagement in Geography. Google products are just one of many possibilities for these types of activities.

Teachers/lecturers may find that expecting learners to produce their own GIS is far beyond what is expected at National 4 level. At this level it may be appropriate for the GIS to be used for demonstration purposes and to illustrate the geographical tools that used in a range of business and employment opportunities. This approach will further link National 4 level Geography with Skills for learning, skills for life and skills for work.

#### **Complementary certification — The John Muir Award**

Teachers/lecturers may find that incorporating complementary certification within their core curriculum aids learning and teaching as well as greatly increasing enjoyment and enthusiasm levels of learners. One such example would be the John Muir Award (JMA) scheme.

The JMA involves participants *discovering* a wild place, *exploring* it, *conserving* it and then *sharing* what they have found. This has clear parallels with the Physical Environments Outcomes, where discovering is the classroom learning, exploring is conducting fieldwork, and conserving may involve fieldwork with an outside agency, so further understanding landscape management issues.

The final key element to fulfil the JMA is that participants share their experiences and findings with others. As well as the wider school community, centres might use the JMA as a way of building relationships with outside agencies, such as local visitor centres, charities or conservation bodies. Tasking learners to produce a piece of work which will be seen by the wider public commonly results in a far better, more carefully produced end-product.

This end-product can be a strong assessment tool to gauge understanding of landscapes, land use and management issues, provided teachers/lecturers are clear in their success criteria.

The independent certification that learners gain through these types of schemes is strongly compatible with the wider aims and objectives of Curriculum for Excellence. There are also strong links with Skills for Work (in particular 4.6 Citizenship). Teachers/lecturers may find that using schemes such as the JMA is an interesting way of approaching the Added Value Unit at National 4.

Schemes such as the John Muir Award are currently used at a range of levels, including primary and junior secondary. Since the scheme has a range of different levels, which themselves are attached to a time commitment rather than a depth of understanding, they represent an excellent way of providing inclusion in the classroom, with candidates from across the academic spectrum all achieving together.

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

Information about developing skills for learning, skills for life and skills for work across the Course, is given in the relevant *Course Support Notes*.

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

There may also be opportunities for other, additional skills for learning, skills for life and skills for work to be developed in the Unit. Centres may particularly want to consider the development of writing skills. However, this could vary depending on approaches being used to deliver the Unit in each centre and this should be for individual teachers and lecturers to decide.

### **1.1 Literacy: Reading**

Extracting information from texts is a core skill in Geography. Learners will develop the ability to interpret ideas, opinions and information. Teachers/lecturers should aim to embed this skill. The use of strategies such as role-play scenarios and mysteries, along with the media to keep case studies up to date and relevant, will achieve this.

### **2.3 Numeracy: Information handling**

The strong graphical element at all levels of geographical learning make this skill particularly well suited to the subject.

### **4.6 Employability, enterprise and citizenship: Citizenship**

The very nature of the Physical Environments Unit ensures that citizenship is at the heart of teaching and learning. By involving outside agencies and engaging in fieldwork activities, centres will ensure that this skill is developed.

### **5.2/3 Thinking skills: Understanding and Applying**

Geography will deepen understanding of information and knowledge and be able to apply it to different scenarios.

Using teaching and learning methods that develop thinking skills and role-play scenarios and developing assessment tools which challenge and motivate candidates, teachers/lecturers will ensure that skills of applying, analysing and evaluating are embedded.

## Combining assessment across Units

Further information about combining assessment is given in the *Course Support Notes*.

The Unit incorporates a clear choice for learners and teachers/lecturers in terms of content. This Unit focuses on United Kingdom contexts. Teachers/lecturers should however consider the depth of understanding that can be achieved when our physical environment is set within a global context. This is more obvious in topics such as glaciated uplands, where learning about current glacial environments clearly adds knowledge and understanding to UK glaciated environments. The same is true for all the landscape types featured in this Unit, as well as the Outcome relating to weather.

### Integration within and across Units

There are possibilities for integration with both Geography: Human Environments and Geography: Global Issues Units.

#### Geography: Human Environments

Using geographical information	Although this geographical skill is attached to the Human Environments Unit this Outcome may be presented within the Physical Environments Unit, particularly where learners have collected and interpreted fieldwork data.
Differences in rural areas	While the Human Environments Unit is built around a comparison of developing and developed countries, there will be clear overlap in knowledge where a learner has a clear understanding of land use issues in the United Kingdom from the Physical Environments Unit. This prior knowledge of some issues in a developed country could have an impact on the time required to teach the equivalent developing country case study. It also contributes to the building of a holistic geography curriculum that avoids compartmentalising learners' knowledge and understanding.

## Geography: Global Issues

Impact of human activities on the natural environment	Clear overlap with land use in landscape types, the possible conflicts and management of these conflicts.
Climate change	Understanding of factors that affect weather may form part of candidates' background knowledge. Understanding of climate change (in particular nature and timing of glacial periods) may also prove crucial to understanding contemporary climate change.
Environmental hazards	Overlap in basic earth science may exist if centres have covered rock types and plate tectonics in this Unit.
Tourism	The landscape types examined in this Unit are key elements of the UK tourism industry. Furthermore, the land use conflicts covered in this Unit will undoubtedly include consideration of tourism impacts, especially if national parks and similar have been discussed.

Where this Unit is being delivered as part of the Geography Course, teachers/lecturers should consider these areas of integration and overlap when planning and delivering their curriculum.

For example, it may be appropriate for teachers/lecturers to deliver parts of the Physical Environments Unit, then progress on to parts of the Global Issues Unit before returning to complete the Physical Environments Unit.

There may also be considerable integration between the Outcomes in this Unit and those in other parts of the curriculum, namely Environmental Science. Across the three Units of National 4 Environmental Science the following concepts are particularly close to learning and teaching across the Geography Course:

- ◆ earth's systems and their interactions, including the geosphere, the hydrosphere, the biosphere and the atmosphere
- ◆ substances that make up the earth's surface
- ◆ the positive and negative impact of the human population on the environment, including human influences on biodiversity
- ◆ sustainability issues in water use, food production, and energy use
- ◆ methods of conservation associated with water use, food production, and energy use
- ◆ issues in waste management, including minimising waste; recycling; responsible waste disposal, and methods of waste disposal which minimise the impact on the environment

**Integration beyond National level**

Geography: Physical Environments (National 4 and 5) represent an excellent opportunity for learners and teachers/lecturers to make choices regarding the types of physical geography they engage with. Centres may like to consider the planning and integration of these National levels with their planning for further on in the senior phase. For example, candidates who successfully complete National 4 may wish to progress to National 5 later in the senior phase. These candidates should have the opportunity to broaden their geographical understanding by investigating different landscape types. Centres should endeavour to avoid excessive repetition.

Where centres integrate the delivery of each of the Geography Units then the distribution of time will naturally become more flexible. For example, the delivery of basic earth science can support learning and teaching in both Physical Environments and Global Issue Units. Therefore, the distribution of time for this section can be audited against both Units.

# Equality and inclusion

The high degree of flexibility within this Unit in terms 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 the 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](http://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](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/>  
<http://www.bbc.co.uk/education/topics/zdxvr82>

## Rivers

<http://www.geography.learnontheinternet.co.uk/topics/river.html>  
<http://www.sln.org.uk/geography/schools/blythebridge/AnimationsRivers.htm>  
<http://www.bbc.co.uk/education/topics/zw63cdm>

## 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/zqhg9i6>  
<http://www.geography.learnontheinternet.co.uk/topics/coasts.html>  
<http://www.sln.org.uk/geography/schools/blythebridge/AnimationsCoastal.htm>

## Weather

<http://www.bbc.co.uk/education/topics/z8mygk7>  
<http://www.metoffice.gov.uk/education/teens>

## 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

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**Published:** May 2015 (version 2.0)

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## 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 added.	Qualifications Manager	May 2015

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## **Unit Support Notes — Geography: Human Environments (National 4)**



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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 on approaches to delivering and assessing the Geography: Human Environments (National 4) 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 *Added Value Unit Specification*
- ◆ the *Course Support Notes*
- ◆ Unit assessment support packs

# General guidance on the Unit

## Aims

The general aim of this Unit is to develop the learner's geographical skills and techniques in the context of human environments. However, the specific skills focus for assessment purposes is the development of research skills. Learners will develop their knowledge and understanding of various aspects of the human environment through the comparative study of developed and developing countries.

## Progression into this Unit

Entry to this Unit is at the discretion of the centre. Many learners will benefit from having completed this Unit at the level below. Others will draw on comparable learning or experience. Learners will require appropriate literacy and numeracy skills in order to overtake the requirements of this Unit.

When considering whether this Unit is appropriate for a particular learner, you should refer to the skills, knowledge and understanding for the Course, 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 Unit

Information about skills, knowledge and understanding is given in the National 4 Geography *Course Specification*.

If this Unit is being delivered on a free-standing basis, teachers and lecturers are free to select the skills, knowledge, understanding and contexts which are most appropriate for delivery in their centres.

## Progression from this Unit

This Unit may provide progression to qualifications in related social subjects and science and in particular to National 5 Geography.

# 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 added value
- ♦ approaches to developing skills for learning, skills for life and skills for work

This section provides suggestions and examples of the ways in which learning and teaching may be approached in the Geography: Human Environments Unit.

The Unit provides learners and teachers with the freedom to choose from a wide variety of case studies of developed and developing countries. Many opportunities exist for centres to engage learners in fieldwork relevant to the Course. Opportunities exist for fieldwork in the local area or as part of an educational visit.

There are many different ways of delivering this Unit and centres should structure their delivery in a manner appropriate to their individual needs.

## **Personalisation, choice and inclusion**

The Unit requires a comparison between a developed and a developing country. This creates ideal opportunities for learner-led and teacher-led personalisation and choice. Learners may find it more inclusive to consider case studies which are more local to them for the developed country example.

Personalisation and choice are key components of Curriculum for Excellence. Enjoyment and enthusiasm for the subject can be maximised by giving learners the freedom to choose case study areas. By using learning and teaching techniques, such as co-operative learning, there is the potential for a single class cohort to investigate different case studies independently, then to engage in peer-teaching. This style of approach would also support meaningful assessment of individuals' knowledge and understanding as well as embracing the four capacities.

## **Considerations for teaching and learning**

This section gives some factors which might be considered when planning the delivery of the Geography: Human Environments Unit.

### **Choosing the case studies**

Centres should carefully consider how best to identify the case study areas:

- 1 Choosing the developed country
- 2 Choosing the developing country

Centres should focus on case studies which are easily accessible for learners at National 4 level and where resources are available.

With co-operative learning approaches it could be appropriate to have more than two case studies being investigated within a class cohort. Such an approach could maximise personalisation and choice as well as the learners' levels of

enjoyment. Vertical planning within the curriculum should however be remembered as excessive content repetition between levels is to be avoided.

### **Issues of basic sustainability, citizenship and environmental awareness**

Sustainability, citizenship and environmental awareness are important issues running through the Human Environments National 4 and 5 Units. Learners should be familiar with these terms and the overlap with work on global issues.

### **Fieldwork**

Fieldwork should be seen as a key element of geographical learning. It can be used to reinforce map skills, build independent research skills and expand the learner's understanding of geographical environments.

Fieldwork should be seen within the context of outdoor learning, a key component of Curriculum for Excellence. Teachers/lecturers might consider fieldwork at a range of levels; from the immediate school grounds which can be accessible within the normal teaching timetable, to local day trips and residential opportunities within Scotland, and the United Kingdom.

Fieldwork opportunities, at any level, are a powerful way of building the four capacities into the curriculum. The Education Scotland Outdoor Learning (OL) resources are an excellent starting place to explore generic issues of learning and teaching outdoors. Every local authority will also have a nominated OL contact who will be able to give local advice or suggestions.

### **Suggestion of resources and organisations**

This section gives a limited list of organisations and sources of information which teachers/lecturers may find useful. This is far from being exhaustive. Hopefully it gives a few new avenues which may help to update and invigorate learning, teaching and assessment across National level Geography Units and beyond.

- ◆ British Red Cross
- ◆ National Geographic
- ◆ BBC Learning Scotland

### **Other stakeholders who can reinforce Geography learning**

There are many organisations out with schools/colleges that are enthusiastic to be involved in the delivery of education. The Human Environments Unit Outcomes give ideal opportunities for engaging with activities which support the curriculum. In some cases these organisations may also be interested in visiting schools/colleges.

This list suggests just some of the organisations who may be able to offer a real-life perspective on issues of human development issues, population distribution and change, land use and change in urban areas and explanations of land use and change in rural areas

- ◆ Oxfam UK
- ◆ UK Census Bureau
- ◆ Scottish Census Online
- ◆ Traidcraft

Other possible sources of information to support learning are:

- ◆ Education Scotland: Outdoor Learning
- ◆ Thinking through Geography (for thinking skills activities)
- ◆ The Geography Site (General resources)

The above lists are not exhaustive. Local agencies are often the most appropriate.

### **Enhancing the learning experience**

For all Outcomes, use of the following may enhance the learning experience of this Unit.

#### **Debates and discussion groups**

For example, while investigating a topic such as 'Health' in developed and developing countries, learners will research and present their findings to small groups. This is an ideal opportunity for peer assessment.

#### **Personal investigation and research**

For example, learners may be given a subject area to focus on and may make use of ICT and other research methods to investigate a particular issue. Learners may also use personal fieldwork to investigate a particular topic, such as changing land use in the local area. Opportunities exist for co-operative learning with each member of the group assigned a particular task in the investigation.

Contrasts in human development issues can be investigated as a class in a co-operative learning environment. Learners can be assigned to a group, using a variety of methods. One such method is giving every learner in the class a card with a name on it. The cards will contain natural groupings, such as capital cities, countries, continents, etc. The learners must move around the room and find their natural grouping. This allows a real mixing of learners. Each group will be given an issue to investigate, such as the contrast in 'health', 'crime' or 'transport' in a developing and developed country and will have to work together to fully investigate their topic. Learners will be expected to present their findings to the class at the end of the investigation period, providing an ideal opportunity for peer assessment. Presentations can take the form of a digital presentation, a talk, a leaflet or a method familiar to the learner.

#### **Audio/visual presentations**

There are many clips available online to illustrate key points of the course, especially when studying issues in developing countries. Opportunities exist for co-operative learning while watching audio/visual presentations as one group member may be assigned to note taking for a particular area, while another group member takes responsibility for another. Explanations of land use and change in urban and rural areas are easily explored in this manner.

#### **External visit/field trips**

Learners undoubtedly benefit from experiencing fieldwork for themselves. Where possible, visits to field centres in the UK provide a valuable 'hands-on' experience for learners. Fieldwork such as land use surveys, traffic surveys and questionnaires are easily accessible for learners. It also affords learners the opportunity to process the data they collect themselves, such as creating a graph, processing traffic survey data, to demonstrate busy periods in the area studied.

**Guest speakers**

Organisations such as Sciaf, Oxfam and Traidcraft have an 'outreach' programme including school visits. These speakers have an intimate knowledge of issues both at home and in developing countries.

Higher and National 5 learners are also able to cascade their knowledge, skills and experience by working with National 4 learners on selected tasks or giving presentations.

**Demonstrations of practical tasks**

Learners will benefit from practice of geographical techniques and frequent use of these techniques, such as map reading.

In the Human Environments Unit, learners should be able to interpret and collect information from maps and a variety of other sources. Simple fieldwork, such as field sketching, can be practised within the school grounds, while land use transects in the local area are also easily completed. Collecting information from photographs is also a useful tool when comparing environments in developed and developing countries.

**Use of ICT**

There are many useful sites online for learners and educators to use, eg: BBC Scotland Learning allows learners the opportunity to investigate at their own pace.

There are many interactive map programmes available which allow learners to explore human environments from the classroom e.g. Google Earth.

Web sites such as those mentioned below are excellent for the investigation of differences and similarities in basic human development issues between developed and developing countries, eg BBC Education, Cyber School Bus.

**Thinking skills**

There are many online resources with tried and tested methods of encouraging thinking skills in Geography. The following site provides relevant 'Mysteries' activities for Human Environments: Staffordshire teachers of Geography

Mysteries allow learners to focus on a particular question or scenario, with relevant and irrelevant information provided for them to decide on an answer or course of action. This allows learners an opportunity, either alone or as part of a group to develop their skills of reasoning and evaluating. This activity could be used for assessment purposes.

There are opportunities to make learning more enjoyable for learners and to include 'active learning' by the adaption of popular games. For example, in groups, pupils are given modelling clay and must then model a human development issue for their group members to identify. For example, a model of a thermometer might signify 'health'.



# Approaches to assessment and gathering evidence

Assessment is an integral part of learning and teaching in Curriculum for Excellence. National 4 Geography should encourage and support independent learning. Learners should have a clear understanding of the requirements of the Course, should be encouraged to set their own learning objectives, assess the extent of their existing knowledge, and to review their own progress.

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

Learners learn best when they:

- ◆ understand clearly what they are trying to learn, and what is expected of them
- ◆ are given feedback about the quality of their work, and what they can do to make it better
- ◆ are given advice about how to make improvements and are fully involved in deciding what needs to be done next, and who can give them help if they need it

Teachers and lecturers should:

- ◆ share learning/assessment criteria
- ◆ provide effective feedback
- ◆ encourage peer and self-assessment
- ◆ question effectively using higher order questioning when appropriate

Tasks should be created that allow for personalisation and choice. Learners should be given the opportunity to choose a topic that has interested them. They should be encouraged to choose a variety of relevant sources to research and also a method of presentation that suits them.

This can aid the delivery of National 5 Geography and National 4 Geography as the teacher/lecturer could use personalisation and choice as a vehicle for differentiation in terms of the expected success criteria for each pupil.

Learner log books could be created in order to record pupil achievement in the Outcomes on a regular basis, in order to provide evidence which satisfies completely or partially a Unit or Units.

Teachers/lecturers should use inclusive approaches to assessment that take into account the specific needs of their learners. Teachers/lecturers should use appropriate content, resources and assessment materials that recognise the achievements and contributions of different groups.

A variety of methods of assessment should be used to gather evidence such as extended writing, source evaluation, pupil presentations, role play, investigation work and creation of various media that will allow learners and teachers to establish their next steps.

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

Information about developing skills for learning, skills for life and skills for work across the Course, is given in the relevant *Course Support Notes*.

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

There may also be opportunities for other, additional skills for learning, skills for life and skills for work to be developed in the Unit. Centres may particularly want to consider the development of writing skills. However, this could vary depending on approaches being used to deliver the Unit in each centre and this should be for individual teachers and lecturers to decide.

### **Skills for learning**

Learners will develop transferable research skills, such as investigating as they progress through this Unit. Comparing issues such as health in a developed and developing country will expand their information handling skills, for example.

### **Skills for life**

Learners will develop vital skills for life such as developing confidence in presentation skills, given the opportunity for assessment through talk or contribution to group discussions. Learners will also have many opportunities to interact and work collegiately with others, developing important teamwork skills.

### **Skills for work**

Learners will develop time management skills as they prepare for assessments. They will also have the opportunity to develop ICT skills as they research their work.

The Unit lends itself to the development of literacy skills particularly reading a range of texts. Skills of numeracy will be developed through the evaluation of a range of numerical, statistical and graphical sources of information.

### **1.1 Literacy: Reading**

Extracting information from texts is a core skill in Geography. Learners will develop the ability to interpret ideas, opinions and information. Teachers/lecturers should embed this skill. The use of strategies such as role-play scenarios and mysteries, along with the media to keep case studies up to date and relevant, will achieve this.

### **2.3 Numeracy: Information handling**

The strong graphical element at all levels of geographical learning make this skill particularly well suited to the subject. Through the comparative approach of this Unit learners will use a range of numerical, statistical and graphical information to make comparisons and contrasts between developed and developing countries.

#### 4.6 Employability, enterprise and citizenship: Citizenship

The very nature of the Human Environments Unit ensures that citizenship is at the heart of teaching and learning. By involving outside agencies and engaging in fieldwork activities, centres will ensure that this skill is developed.

#### 5.2/3 Thinking skills: Understanding and Applying

Geography will deepen understanding of information and knowledge and be able to apply it to different scenarios.

Using teaching and learning methods that develop thinking skills and role-play scenarios (as outlined below) and developing assessment tools which challenge and motivate candidates will ensure that skills of applying, analysing and evaluating are embedded.

## Combining assessment across Units

Further information about combining assessment is given in the *Course Support Notes*.

#### Integration within and across Units

Learners should be able to acquire skills, knowledge and understanding in a meaningful and integrated way. Skills acquired in one Unit of this Course, should be transferable and applicable to different contexts. Research skills and map work will be taught across all Units and there is no need for unnecessary repetition.

Many opportunities exist for integration with Geography: Physical Environments and Geography: Global Issues.

#### Geography: Physical Environments

Use a range of basic mapping skills in geographical contexts in the United Kingdom	Although this geographical skill is notionally attached to the Physical Environments Unit this Outcome may be assessed within the Human Environments Unit, particularly where learners have collected, evaluated and analysed fieldwork data.
Giving brief descriptions and explanations of the possible land uses of two landscape types in the United Kingdom  Giving brief descriptions and explanations of the management of land use conflict	The Human Environments Unit is built around a comparison of developing and developed countries, so there will be clear overlap in knowledge where a learner has a clear understanding of land use issues in the United Kingdom from the Physical Environments Unit. This prior knowledge of some issues in a developed country could impact on time required to teach the equivalent developing country case study. It also contributes to the building of a holistic geography curriculum that avoids compartmentalising learners' knowledge and understanding.

## Geography: Global Issues

Impact of human activities on the natural environment	Clear overlap with comparative studies of developed and developing countries.
Climate change	This is an issue which may have an impact on the lives of people in one of the countries chosen as a case study.
Trade and globalisation	Clear overlap with comparisons between developed and developing countries.

Where this Unit is being delivered as part of the Geography Course, teachers/lecturers should consider these areas of integration and overlap when planning and delivering their curriculum.

For example, it may be appropriate for teachers/lecturers to delivery parts of the Human Environments Unit, progress onto parts of Global Issues Unit before returning to complete the Human Environments Unit.

There are many interdisciplinary themes within this Unit and also aspects of Citizenship and Environmental Sustainability which will enhance employability in the future and the overall experience of learners.

There may also be some integration between the Outcomes in this Unit and those in other parts of the curriculum, namely Environmental Science. Across the Units of Environmental Science the following concepts are particularly close to learning and teaching in the Human Geography Course:

- ♦ the positive and negative impact of the human population on the environment, including human influences on biodiversity
- ♦ sustainability issues in water use, food production, and energy use
- ♦ methods of conservation associated with water use, food production, and energy use
- ♦ issues in waste management, including minimising waste; recycling; responsible waste disposal, and methods of waste disposal which minimise the impact on the environment

### Integration beyond National level

Geography: Human Environments (National 4 and 5) represents an excellent opportunity for learners and teachers/lecturers to make choices regarding the types of human geography they engage with. Centres may like to consider the planning and integration of these National levels with their planning for further on in the senior phase. For example, candidates who successfully complete National 4 may wish to progress to National 5 later in the senior phase. These candidates should have the opportunity to broaden their geographical understanding by investigating different case studies. Centres should endeavour to avoid excessive repetition.

Where centres integrate the delivery of each of the Geography Units then the distribution of time will naturally more flexible.

# Equality and inclusion

The high degree of flexibility within this Unit in terms 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 these Unit Support Notes 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 the 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](http://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/>

## Population

<http://www.bbc.co.uk/education/topics/z2nc87h>  
<https://www.cia.gov/library/publications/the-world-factbook/>  
<http://www.scotlandscensus.gov.uk/>  
<http://www.geography.learnontheinternet.co.uk/topics/popn.html>  
[http://www.sln.org.uk/geography/population\\_and\\_migration.htm](http://www.sln.org.uk/geography/population_and_migration.htm)

## Urban

<http://www.sln.org.uk/geography/geoweb/blowmedown/shanty05.swf>  
[http://www.educationscotland.gov.uk/nqcoursematerials/subjects/g/nqresource\\_tcm4817440.asp](http://www.educationscotland.gov.uk/nqcoursematerials/subjects/g/nqresource_tcm4817440.asp)  
<http://assets.sportrelief.com/swf/kids/games/favela-kid.swf>  
<http://www.bbc.co.uk/education/topics/zms4d2p>

## Rural

<http://www.oxfam.org.uk/education/resources/>  
<http://www.bbc.co.uk/education/topics/zxf9wmn>

## 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

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## 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 added.	Qualifications Manager	May 2015

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## Unit Support Notes — Geography: Global Issues (National 4)



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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 on approaches to delivering and assessing the Geography: Global Issues (National 4) 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 *Added Value Unit Specification*
- ◆ the *Course Support Notes*
- ◆ Unit assessment support packs

# General guidance on the Unit

## Aims

The aim of this Unit is to develop learner's geographical skills and techniques in the context of global geographic issues. However the specific skills focus for assessment purposes is the development of skill in the use of numerical and graphical information. Learners will develop knowledge and understanding of significant global, geographical issues.

## Progression into this Unit

Entry to this Unit is at the discretion of the centre. Many learners will benefit from having completed this Unit at the level below. Others will draw on comparable learning or experience. Learners will require appropriate literacy and numeracy skills in order to overtake the requirements of this Unit.

When considering whether this Unit is appropriate for a particular learner, you should refer to the skills, knowledge and understanding for the Course, 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 Unit

Information about skills, knowledge and understanding is given in the National 4 Geography *Course Specification*.

If this Unit is being delivered on a free-standing basis, teachers and lecturers are free to select the skills, knowledge, understanding and contexts which are most appropriate for delivery in their centres.

## Progression from this Unit

This Unit may provide progression to a range of qualifications in related social subjects and science and in particular to National 5 Geography.

# 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 added value
- ♦ approaches to developing skills for learning, skills for life and skills for work

This section provides suggestions and examples of how learning and teaching might be approached in the Geography: Global Issues Unit.

The Global Issues Unit will provide opportunities for the learner to use numerical and graphical information in the context of a global geographical issue and draw on this knowledge and understanding to give explanations about two global issues, selected from the following topics:

- ♦ climate change (exemplified in *National 5 Unit Support Notes*)
- ♦ the impact of human activity of the natural environment (exemplified below)
- ♦ environmental hazards (exemplified in *National 5 Unit Support Notes*)
- ♦ trade and globalisation (exemplified in *National 5 Unit Support Notes*)
- ♦ tourism (exemplified below)
- ♦ health (exemplified below)

The choice of issue would be at the discretion of the centre. Each Unit has been developed to facilitate breadth, depth and challenge across both National 4 and National 5 and to provide opportunities to support differentiated aims for use in multi-level classes. Therefore, staff can select which of the two issues would be most appropriate for the learner at National 4, perhaps giving consideration to the Added Value Unit at National 4 and the assignment at National 5 when making this decision.

It is important to note that all six Units will be available across both National 4 and National 5 and that the selection of Units will involve a degree of personalisation and choice that will depend on the learning and teaching taking place at each centre.

Learners should be provided with the opportunity to examine a range of sources related to the issue. These could include maps, diagrams, graphs, charts and statistical information, eg a table to show the percentage deforestation over a given time frame, a map to show hurricane tracks in the North Atlantic, a line graph to show changing tourist numbers in Greece.

Learners would be expected to identify information from these sources and describe what they show. They should also feel confident presenting straightforward information using numerical and graphical forms of presentation.

It is intended the learners will draw on these skills to outline the features of the two selected issues thus allowing them to briefly explain the causes and effects on people and the environment.

Learners should also consider how each of these global issues can be managed and give brief descriptions and explanations of the strategies adopted for the two issues selected.

While centres will be expected to direct the decision regarding the selection of the two global issues to be covered, within this decision they will have to consider the role the learner will play in selecting the two global issues and the degree of personalisation and choice given to the learner.

Consideration at this stage should also be given about how this decision could influence the personal study in the Added Value Unit.

An enquiry-led approach to examining each issue should be encouraged to allow the learner to build up a catalogue of evidence that will allow them to discuss the issue with confidence, essentially producing a case study for each issue. For example:

- ◆ Present the learner with sources of information, presented in a variety of formats, eg numerical and graphical, relating to the selected issue to allow them to become familiar with the issue in the global context. Sources of evidence could include: bar graphs/line graphs/pictographs/data tables/census data/choropleth maps/theoretical models/kite diagrams/scatter graphs/flow line maps. Living graphs could be created that encourage higher order thinking skills while at the same time introducing pupils to the issue.
- ◆ Investigate the causes of the global issue giving equal consideration to natural and man-made factors. Having studied the evidence pupils will then begin to examine the causes of the issue. This could be looked at through the eyes of a geographical mystery. The learner is set an enquiry question and presented with evidence that will allow them, through a process of elimination to begin to develop an understanding of the causes of the issue.
- ◆ Identify the immediate and longer-term effects of the global issue on people, the economy and the natural environment. In order to understand the differing levels of impact across different scales, pupils must begin to learn to classify information, a higher order thinking skill. Information can be classified in a variety of ways including group classification and colour classification. Throughout the issue, learners are being asked to identify the impact of the issue on people, on the places they live and on the economy. These themes lend them self naturally to a classification activity. Learners must also give consideration to the temporal scale and classify the evidence further into immediate and longer-term effects.
- ◆ Suggest strategies used to help manage the global issue now and in the future. This stage in the enquiry provides an opportunity for the learner to engage in a variety of decision-making activities that will allow them to consider what has been and what could be done to manage the issue. Ideally, learners should be given opportunities to discuss a 'best fit' approach to managing the effects and reducing the future consequences created by each issue. This could be done by setting up class debates and discussions that examine current evidence. Equally, learners should look to the wider geographical community to extend solutions beyond a local level response and give due consideration to national and global responses to managing the issue.

- ◆ Select sources of information that make clear the global issue and encourage learners to present these to display their understanding of the issue. This final stage of the enquiry provides an opportunity to assess each stage of the enquiry and display understanding of the issue. This could be done in a variety of ways including a summative poster presentation, digital presentation, brief written report, video presentation that essentially tells the story of the issue from beginning to end and provides the learners with a concrete case study resource.

It is intended that this route of enquiry encourages the application of Thinking Skills while promoting the use of a variety of data handling and processing skills. This will allow learners to communicate using a structured route of enquiry while promoting the interpretation and analysis of a range of data and resources to focus on a number of issues in a new context.

Below is a list of suggested learning and teaching approaches that could support each stage of the enquiry as exemplified through the environmental hazards topic.

**Gathering sources of information** — ‘hazards by numbers’ — start by looking at the [International Disaster Database](#) for flood events. Here you can create sources of evidence to show locations, dates, trends and costs for a variety of man-made and natural disasters. These can be used to introduce the issue to the learners.

From this evidence learners should be encouraged to start asking what the sources of information tell them and the type of data being used to communicate this information, ie numerical or graphical.

**Investigating the issue** — causes, effects and management of the issue — this is where the teacher will have to decide on the most suitable strategies for delivery that best suit the needs of the learners.

A more open-ended enquiry-led approach will promote more independent learning and a clear route of enquiry will support the learner in doing this. The ‘5 Ws’ approach works well with enquiry-based learning:

- ◆ What? When? Why? Where? Who?

This approach encourages learners to start by asking questions about the issue and provides them with a scaffold around which to build their responses. A combination of independent research and providing further sources of evidence will allow the learner to develop their case study about the issue. Resources like ‘GeoActive’ and ‘Geofile’ provide detailed case study material, but equally *The Independent* newspaper provides comprehensive reports on a variety of global issues.

**Selecting sources of information** — learners could be asked to process these sources as evidence of their handling of the data and interpretation of what they show. Learners could then create ‘living graphs’ that allow them to describe the main features of the sources of evidence and then present their findings. A variety of presentation techniques could be employed to encourage learners to display their understanding of the issue including a written report, poster presentation, slide show presentation.

# The impact of human activity on the natural environment

**Aim 1:** What are the human induced pressures facing planet earth in the 21st century?

**Objective 1:** Learners will examine evidence to extract basic information to identify examples of different types of environmental pressures people are putting on the planet. As global population continues to grow the global search to satisfy the growing demands generated by people continues. Learners will begin to identify the relationship between increased levels of human use and the direct consequence of abuse experienced by the natural environment. The theories of Malthus and Boserup could be introduced to highlight the ongoing debate regarding resources use. Learners will identify the evidence to show that human consumption of natural resources (water/electricity/food production) continues to increase and through the interpretation of basic numerical and graphical information (socio-economic data to show increased GDP/energy use/calorie consumption/internet use/car ownership) outline the main features of this global issue.

**Aim 2:** Why have people put increased pressure on the earth?

**Objective 2:** Learners will give brief explanations of the causes for the increase in the demand of natural resources. Learners should outline briefly the reasons why people now over-consume. Increases in population, disposable income, access to technology, improved wealth/health/wellbeing, social change and increased expectations are all examples of factors that have resulted in more of the earth's resources being consumed than ever before. Learners would be expected to examine the issue at contrasting levels in the developed and developing world to show that the issue is a global one and not confined to the developed world. As economies begin to emerge and get rich quick there is a noted increase in resource consumption as is the case in China.

**Aim 3:** What are the consequences of changing uses of the earth's resources?

**Objective 3:** Learners will give brief descriptions and explanations of the effects that increased human activity can have on the natural environment in contrasting locations. The following consequences could be explored in more detail to exemplify the potential effects of increased human activity: the disappearance of the Aral Sea, water shortages in Jordan/UAE, water pollution in the Pacific, deforestation in Sumatra, human-induced famine in east Africa and the impacts this could have on the natural environment.

**Aim 4:** How can these pressures be managed responsibly to reduce the environmental pressures on the planet?

**Objective 4:** Learners will offer brief descriptions and explanations of the strategies that could be used in responding to and reducing the effects of human-induced impacts on the natural environment. Learners should understand what can be done on a local level and by individuals to reduce human resource abuse, eg recycling, monitoring carbon use through calculating carbon footprints, off-setting carbon, using water monitors in the home, being aware of food miles. On a national level learners should have an appreciation of government and local authority initiatives such as increased road tax on 'gas guzzlers' and incentives

for low-emission vehicles and carbon-neutral homes, the use of renewable energies, incentives for off-setting carbon emissions, and reduced waste collection to encourage recycling.

**Aim 5:** Identifying, selecting and interpreting straightforward numerical and graphical information that can be used to show the challenges created by increasing human activity as a global issue facing the world in the 21st century.

**Objective 5:** Learners will select at least one piece of numerical information and one piece of graphical information that has been produced/reproduced and presented to show the learners' understanding of the causes, effects and strategies involved in managing the global issue that is the impact of human activity on the natural environment. For example, learners could deliver a presentation on behalf of the Government that briefly outlines using selected evidence, the threats faced by continued human consumption.

## Tourism

**Aim 1:** What patterns have led to the growth of tourism that have resulted in tourism being identified as a global issue?

**Objective 1:** Learners will examine evidence to extract straightforward information to identify examples of different types of tourism and where in the world they happen; long haul, city break, extreme/adventure, mass tourism and eco-tourism are examples that could be looked at. Learners should begin to identify trends in the global factors that influence tourism, eg increased leisure time, higher disposable income, relaxed EU borders, global recession/rates of inflation, budget airlines v. fuel price increases. The relationship between successful global tourism and GDP could be exemplified to show the importance of tourism to the economy in developed and developing nations.

**Aim 2:** Where does tourism develop and what factors are responsible for the development and growth of global tourism?

**Objective 2:** Learners will appreciate that tourism can develop in different ways and at contrasting locations as a result of a variety of natural and man-made factors, eg pleasant climate, unique physical geography and outstanding architecture — look what the Guggenheim did for Bilbao. Learners will give brief explanations of the causes of the growth of tourism in the developed world (Centre Parks, City of Glasgow/Bath/Edinburgh, Lake District/Cairngorms National Park, Florida Keys and the Great Barrier Reef are possible examples) and one example of the growth of tourism in the developing world (Machu Picchu, Angkor Wat, Borneo and Thailand are possible examples). For each named example, the learner should give brief explanations of the natural and man-made factors that contributed to establishing tourism in this location. This could be exemplified by using the 'Butler Model' to show the life cycle of tourist growth and decline and where the destination sits in this cycle.

**Aim 3:** Who are the winners and losers in global tourism?

**Objective 3:** Learners will give brief descriptions and explanations of the effects, positive and negative, that the growth of tourism can have on people, the economy and the environment in contrasting locations. The obvious financial growth and contribution should be looked at specifically for each destination and



due consideration should be given to the concept of 'financial leakage' when considering the economic effects. Equal time should be spent looking at the social effects (cultural dilution/fractured communities/multiplier effect) and the environmental effects (water, air and noise pollution/land degradation/urbanisation). Learners should be encouraged to provide specific examples for each of the consequences and where possible evidence from the numerical and graphical data they have used to investigate the issue, eg numbers employed in tourism/CO<sub>2</sub> levels/out migration/resource consumption. Examples could be the rapid growth of tourism in Dubai and the development of wilderness tourism in Antarctica.

**Aim 4:** How can global tourism be managed in an effective and responsible way?

**Objective 4:** Learners will offer brief descriptions and explanations of the strategies that could be used to encourage responsible tourism. For a named tourist destination in the developed and one in the developing world the learner should feel confident giving strategies used to encourage tourist growth in a responsible way, while at the same time responding to and preventing a decline in tourism. It may be appropriate to look at an example of an 'eco-destination' at this point, if not done so already, to model strategies for responsible tourism.

**Aim 5:** Identifying, selecting, and interpreting straightforward numerical and graphical information that can be used to show the challenges created by tourism as a global issue in the 21st century.

**Objective 5:** Learners will select at least one piece of numerical and one piece of graphical information that has been produced/processed and presented to show the learners' understanding of the global issue, its growth, effects and strategies involved in managing tourism in contrasting locations. For example, learners could design a poster presentation to be delivered at the World Tourism Awards that briefly outlines, using selected evidence, the changes taking place in global tourism, the consequences of these and how the issue can be managed effectively in the 21st century.

## Health

**Aim 1:** What patterns in development have led to global health issues in the 21st century?

**Objective 1:** Learners will examine evidence to extract basic information to begin to understand the relationship between levels of development and health. Learners should begin to identify patterns between the level of economic development and wellbeing of people in contrasting locations in the developed and developing world. Through the interpretation of basic numerical and graphical information, learners will outline the main features of this global issue. Comparisons could be drawn between socio-economic data to show levels of economic development GDP/GNP/energy use/calorie consumption/internet use/car ownership compared with levels of health; people per doctor/incidence of disease/health expenditure per person/qualified medical professionals. Use of the WHO website will allow a selection of data sets to be examined.

**Aim 2:** Why have global health issues become an increasing concern?

**Objective 2:** Learners will give brief explanations of the causes for the increase in global health issues and the relationship between levels of development. Learners will be encouraged to use case study evidence of the health issues associated with increased levels of wealth in the developed world and the subsequent rise in heart disease and the obesity epidemic (UK/Scotland/USA/China) and compare this with the health issues HIV/Aids and Malaria associated with less developed countries, eg malaria in SE Asia or East Africa (there are 107 countries to select from) and HIV/Aids in Sub-Saharan Africa. Learners would be expected give brief explanations of how levels of development have increased the incidence of these health issues.

**Aim 3:** What are the consequences of the relationship between changing levels of development and health?

**Objective 3:** Learners will give brief descriptions and explanations of the effects specific health issues can have on people and the economy in contrasting locations in the developed and developing world. They would be expected to use case study evidence and where appropriate evidence from selected numerical and graphical sources of information to support these explanations.

**Aim 4:** How can levels of development help in reducing global health issues?  
**Objective 4:** Learners will offer brief descriptions and explanations of the strategies that could be used to help reduce the global health issues associated with contrasting levels of development. The learner should feel confident giving basic strategies used on a variety of scales by individuals, communities and countries to minimise the causes of these health issues and where possible strategies to help eliminate the issue in the 21st century.

**Aim 5:** Identifying, selecting and interpreting straightforward numerical and graphical information that can be used to show the challenges created by development and health as a global issue facing the world in the 21st century.

**Objective 5:** Learners will select at least one piece of numerical and one piece of graphical information that has been produced/processed and presented to show the learners' understanding of the global issue, its growth, effects and strategies involved in managing development and health in contrasting locations. For example, learners could write a report to be delivered at the World Health Organisation that briefly outlines using selected evidence, the changes taking place in global development, and the impacts of this on global health in the 21st century.

# Approaches to assessment and gathering evidence

Assessment is an integral part of learning and teaching in Curriculum for Excellence. National 4 Geography should encourage and support independent learning. Learners should have a clear understanding of the requirements of the Course, should be encouraged to set their own learning objectives, assess the extent of their existing knowledge, and to review their own progress.

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

Learners learn best when they:

- ◆ understand clearly what they are trying to learn, and what is expected of them
- ◆ are given feedback about the quality of their work, and what they can do to make it better
- ◆ are given advice about how to make improvements and are fully involved in deciding what needs to be done next, and who can give them help if they need it

Teachers and lecturers should:

- ◆ share learning/assessment criteria
- ◆ provide effective feedback
- ◆ encourage peer and self-assessment
- ◆ question effectively using higher order questioning when appropriate

Tasks should be created that allow for personalisation and choice. Learners should be given the opportunity to choose a topic that has interested them and they should be encouraged to choose a variety of relevant sources to research and also a method of presentation that suits them in order to facilitate personalisation and choice.

This can aid in the delivery of Geography (National 5) and Geography (National 4) as the teacher/lecturer could use personalisation and choice as a vehicle for differentiation in terms of the expected success criteria for each pupil.

Learner log books could be created in order to record pupil achievement in the Outcomes on a regular basis, in order to provide evidence which satisfies completely or partially a Unit or Units.

Teachers/lecturers should use inclusive approaches to assessment that take into account the specific needs of their learners. Teachers/lecturers should use appropriate content, resources and assessment materials that recognise the achievements and contributions of different groups.

A variety of methods of assessment should be used to gather evidence such as extended writing, source evaluation, pupil presentations, role play, investigation work and creation of various media that will allow learners and teachers to establish their next steps.

#### **National 4**

To achieve a pass in the Global Issues Unit, the learner will be required to provide straightforward descriptions and explanations demonstrating basic knowledge and understanding, which is mainly factual, of one global issue. However, good teaching and learning will provide appropriate depth and breadth through the study of at least two global issues. They should use a limited range of straightforward numerical and graphical sources of evidence to demonstrate interpreting and evaluating skills, in familiar contexts relating to these issues.

Evidence can be drawn from a variety of sources and presented in a variety of formats as exemplified in Objective 5. It is intended that Objective 5 will provide the learner with opportunities to extract, interpret and present the issue using graphical and numerical information while encouraging them to briefly explain the causes and effects of the issue and to offer strategies to deal with the issue. Learners should be encouraged to use a variety of techniques to communicate their understanding of the issues and these should include written responses, discussions, presentations and group work to debate the issues. This could also be presented as source of evidence in the Added Value Unit at National 4.

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

Information about developing skills for learning, skills for life and skills for work across the Course, is given in the relevant *Course Support Notes*.

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

There may also be opportunities for other, additional skills for learning, skills for life and skills for work to be developed in the Unit. Centres may particularly want to consider the development of writing skills. However, this could vary depending on approaches being used to deliver the Unit in each centre and this should be for individual teachers and lecturers to decide.

Through the successful completion of the Geography: Global Issues (National 4) Unit, important skills for learning, life and work are developed. These skills include evaluating a range of sources of information, skills in the use of maps, and research, including fieldwork skills.

The Unit lends itself to the development of literacy skills particularly reading a range of texts. Skills of numeracy will be developed to a considerable extent through the evaluation of a range of numerical, statistical and graphical sources of information.

Citizenship will be an important aspect of this Unit through developing an understanding of global issues which will have a significant impact on people and the environment — and of ways in which these issues might be managed.

# 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 these *Unit Support Notes* 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 the 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](http://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.bbc.co.uk/education/topics/zh3d7ty>  
<http://www.metoffice.gov.uk/climate-guide/climate-change>  
<http://epa.gov/climatechange/kids/basics/index.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.bbc.co.uk/education/topics/zsrqxb>  
<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://www.educationscotland.gov.uk/nqcoursematerials/subjects/g/nqresource\\_tcm4810653.asp](http://www.educationscotland.gov.uk/nqcoursematerials/subjects/g/nqresource_tcm4810653.asp)  
<http://news.bbc.co.uk/1/hi/sci/tech/4972366.stm>  
[http://www.bbc.co.uk/science/earth/natural\\_disasters/volcano](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.bbc.co.uk/education/topics/zfc76sg>  
<http://www.fairtrade.org.uk/>  
[http://news.bbc.co.uk/1/hi/in\\_depth/business/2007/globalisation/default.stm](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.bbc.co.uk/education/topics/zngjmp3>  
[http://www.unesco.org/education/tlsf/mods/theme\\_c/mod16.html](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/education/topics/zpbw2hv>  
<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.gatm.org.uk/>  
<http://www.geography.org.uk/>  
<http://www.globaldimension.org.uk/>

## Administrative information

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### 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 added.	Qualifications Manager	May 2015

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