
Geography: Physical Environments with a Scottish Context (National 5)

SCQF: level 5 (6 SCQF credit points)

Unit code: H6N9 75

Unit outline

The general aim of this Unit is to develop the learner's geographical skills and techniques in the context of physical environments. Learners will draw on knowledge and understanding of various aspects of the physical environment through the study of a variety of landscape types in the United Kingdom including Scotland.

Learners who complete this Unit will be able to:

- 1 Use a range of mapping skills in geographical contexts in the United Kingdom
- 2 Draw on detailed knowledge and understanding of physical environments and weather in the United Kingdom

This is an optional Unit in the Scottish Studies Award at SCQF level 5 and is also available as a free-standing Unit. The Unit Specification should be read in conjunction with the *Unit Support Notes* which provide advice and guidance on delivery, assessment approaches and development of skills for learning, skills for life and skills for work.

Recommended entry

Entry to this Unit is at the discretion of the centre. However, learners would normally be expected to have attained the skills, knowledge and understanding required by one or more of the following or equivalent qualifications and/or experience:

- ◆ National 4 Geography Course or relevant component Units
- ◆ National 4 Environmental Science Course or relevant component Units

Equality and inclusion

This Unit Specification has been designed to ensure that there are no unnecessary barriers to learning or assessment. The individual needs of learners should be taken into account when planning learning experiences, selecting assessment methods or considering alternative evidence. For further information, please refer to the *Unit Support Notes*.

Standards

Outcomes and Assessment Standards

Outcome 1

The learner will:

- 1 Use a range of mapping skills in geographical contexts in the United Kingdom by:**
 - 1.1 Interpreting geographical information from two sources to explain in detail any patterns which are found; one of the sources must be a map and the other source must relate to the area shown on the map
 - 1.2 Presenting geographical information, in detail, in at least two ways, one of which must be a map or a map based diagram.

Outcome 2

The learner will:

- 2 Draw on detailed knowledge and understanding of physical environments and weather in the United Kingdom by:**
 - 2.1 Describing, in detail, one key feature found in one landscape type in the United Kingdom
 - 2.2 Explaining, in detail, the formation of one landscape feature found in the United Kingdom
 - 2.3 Explaining, in detail, the factors affecting weather in the United Kingdom
 - 2.4 Giving detailed descriptions of the possible land uses and a detailed explanation of a possible land use conflict and a possible solution for one landscape type in the United Kingdom

Evidence Requirements for the Unit

Assessors should use their professional judgement, subject knowledge and experience, and understanding of their learners, to determine the most appropriate ways to generate evidence and the conditions and contexts in which they are used.

Evidence is required to show that the learner has met the Outcomes and Assessment Standards.

The landscape types studied can be chosen from:

- ◆ glaciated upland
- ◆ upland limestone
- ◆ coastal landscapes
- ◆ rivers and valleys

The study of landscape types must include Scotland.

Learners need only be assessed in one the context of one landscape type in order to demonstrate achievement of the Assessment Standards. Good teaching and learning will provide appropriate depth and breadth through the study of at least two landscape types.

A range of mapping skills may be developed in this Unit such as: location; direction; scale; relief patterns; identification of landforms and physical characteristics; and identifying land use and weather. A range of maps can be used in this Unit, which should include Ordnance Survey maps where appropriate.

Assessment evidence can be drawn from a variety of activities and presented in a variety of formats, including, for example, presentations, posters, written responses to questions, and participation in group tasks. All of the evidence does not need to be from the one activity, but can be assembled from a variety of tasks and assessments.

Evidence may be presented for individual Outcomes or gathered for the Unit, Units or Course as a whole by combining assessment holistically.

Development of skills for learning, skills for life and skills for work

It is expected that learners will develop broad, generic skills through this Unit. The skills that learners will be expected to improve on and develop through the Unit are based on SQA's *Skills Framework: Skills for Learning, Skills for Life and Skills for Work* and drawn from the main skills areas listed below. These must be built into the Unit where there are appropriate opportunities.

1 Literacy

1.1 Reading

2 Numeracy

2.3 Information handling

4 Employability, enterprise and citizenship

4.6 Citizenship

5 Thinking skills

5.3 Applying

5.4 Analysing and evaluating

Amplification of these is given in SQA's *Skills Framework: Skills for Learning, Skills for Life and Skills for Work*. The level of these skills should be at the same SCQF level of the Unit and be consistent with the SCQF level descriptor. Further information on building in skills for learning, skills for life and skills for work is given in the *Unit Support Notes*.

Administrative information

Published: June 2018 (version 2.0)

Superclass: RF

History of changes to National Unit Specification

Version	Description of change	Authorised by	Date
02	All Assessment Standards amended to provide clarity and reduce the amount of assessment evidence required.	Qualifications Manager	June 2018

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