
Geography: Global Issues

SCQF: level 6 (6 SCQF credit points)

Unit code: J2EL 76

Unit outline

The general aim of this unit is to develop learners' geographical skills in the context of a range of global geographical issues. Learners will develop and apply knowledge and understanding of significant geographical global issues.

Learners who complete this unit will be able to:

- 1 Use a range of graphical and numerical skills and techniques in the context of global geographical issues
- 2 Draw on and apply knowledge and understanding of significant global issues

This unit is available as a free-standing unit. The unit specification should be read in conjunction with the unit support notes which provide advice and guidance on delivery, assessment approaches and development of skills for learning, skills for life and skills for work. Exemplification of the standards in this unit is given in unit assessment support.

Recommended entry

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

- ◆ National 5 Geography course or relevant 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 graphical and numerical skills and techniques in the context of global geographical issues by:**
 - 1.1 Analysing a range of numerical and graphical information
 - 1.2 Reaching a reasoned conclusion based on evidence in the sources about a complex global geographical issue

Outcome 2

The learner will:

- 2 Draw on and apply knowledge and understanding of significant global issues by:**
 - 2.1 Explaining, in detail, the interaction of physical and human factors in the context of a complex global geographical issue
 - 2.2 Explaining, in detail, the strategies adopted in response to a complex global geographical issue

Evidence requirements for the unit

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

Evidence is required to show that the learner has met the outcomes and assessment standards.

If 'graphical and numerical skills' are being assessed in the context of this unit; a variety of graphical and numerical skills may be used to demonstrate achievement of outcome 1, including the use of: line, bar and scatter graphs, pie charts and histograms, climate graphs, hydrographs, river flow data, population data, etc.

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

Evidence may be presented for individual outcomes or gathered for the unit or units by combining assessment holistically.

Exemplification of assessment is provided in unit assessment support. Advice and guidance on possible approaches to assessment is provided in the unit support notes.

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: May 2024 (version 5.0)

Superclass: RF

History of changes to National Unit Specification

Version	Description of change	Date
1.1	Minor re-wording of Assessment Standards.	April 2014
2.0	Removal of two Assessment Standards	April 2015
2.1	Assessment Standard 1.2 amended for clarity.	August 2015
3.0	Level changed from Higher to SCQF level 6.	September 2018
4.0	Unit code updated	July 2019
5.0	Reference to units as part of the Higher Geography course removed.	May 2024

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

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