



## National 5 Geography

<b>Course code:</b>	C833 75
<b>Course assessment code:</b>	X833 75
<b>SCQF:</b>	level 5 (24 SCQF credit points)
<b>Valid from:</b>	session 2017–18

The course specification provides detailed information about the course and course assessment to ensure consistent and transparent assessment year on year. It describes the structure of the course and the course assessment in terms of the skills, knowledge and understanding that are assessed.

This document is for teachers and lecturers and contains all the mandatory information you need to deliver the course.

# Contents

<b>Course overview</b>	<b>1</b>
Course rationale	2
Purpose and aims	2
Who is this course for?	3
<b>Course content</b>	<b>4</b>
Skills, knowledge and understanding	5
Skills for learning, skills for life and skills for work	10
<b>Course assessment</b>	<b>11</b>
Course assessment structure: question paper	11
Course assessment structure: assignment	12
Grading	15
<b>Equality and inclusion</b>	<b>16</b>
<b>Further information</b>	<b>17</b>
<b>Appendix: course support notes</b>	<b>18</b>
Introduction	18
Developing skills, knowledge and understanding	18
Approaches to learning, teaching and assessment	19
Preparing for course assessment	42
Developing skills for learning, skills for life and skills for work	43

# Course overview

The course consists of 24 SCQF credit points which includes time for preparation for course assessment. The notional length of time for a candidate to complete the course is 160 hours.

The course assessment has two components.

Component	Marks	Duration
Component 1: question paper	80	2 hours and 20 minutes
Component 2: assignment	20	See course assessment section

Recommended entry	Progression
<p>Entry to this course is at the discretion of the centre.</p> <p>Candidates should have achieved the fourth curriculum level, or the National 4 Geography course, or the National 4 Environmental Science course, or the National 4 History course, or the National 4 Modern Studies course, or equivalent qualifications and/or experience prior to starting this course.</p>	<ul style="list-style-type: none"><li>◆ Higher Geography course</li><li>◆ Higher Environmental Science course</li><li>◆ further study, employment or training</li></ul>

## Conditions of award

The grade awarded is based on the total marks achieved across all course assessment components.

## Course rationale

National Courses reflect Curriculum for Excellence values, purposes and principles. They offer flexibility, provide more time for learning, more focus on skills and applying learning, and scope for personalisation and choice.

Every course provides opportunities for candidates to develop breadth, challenge and application. The focus and balance of assessment is tailored to each subject area.

The National 5 Geography course builds on the principles and practices for social studies and for science. Candidates develop a framework of geographical knowledge and increase their understanding of the environment, sustainability and the impact of global issues.

The course emphasises the development and application of skills. The emphasis on the interpretation of sources, including maps, develops thinking skills. Candidates gain experience in contributing to group work and also working on their own through taking part in investigative and critical thinking activities. They also progressively develop their skills in literacy and numeracy.

Through the study of geography, and the acquisition of techniques of geographical analysis, candidates develop an understanding of aspects of the contemporary world. Their confidence grows as they begin to understand more about their sense of identity and learn about different countries and cultures. The course encourages them to reflect on the impact of the environment on health and wellbeing.

The course encourages candidates to develop an open mind and respect for the values, beliefs and cultures of others.

## Purpose and aims

The study of geography introduces candidates to our changing world, its human interactions and physical processes. Candidates develop the knowledge and skills to enable them to contribute to their local communities and wider society. The study of geography fosters positive life-long attitudes of environmental stewardship, sustainability and global citizenship. Practical activities, including fieldwork, provide opportunities for candidates to interact with their environment.

The contexts for study are local, national, international and global.

Candidates develop:

- ◆ a range of geographical skills and techniques
- ◆ detailed understanding of the ways in which people and the environment interact in response to physical processes and human interactions at local, national, international and global levels
- ◆ detailed understanding of spatial relationships and of the changing world in a balanced, critical and sympathetic way
- ◆ a geographical perspective on environmental and social issues
- ◆ an interest in and concern for the environment, leading to sustainable development

Transferable skills include:

- ◆ using and interpreting a range of geographical information
- ◆ interpreting and explaining geographical phenomena
- ◆ using a range of maps and other data to process and communicate geographical information
- ◆ researching skills, including fieldwork

There may be an opportunity for candidates to develop an awareness of a limited range of geographical information systems through ICT or alternative means.

## **Who is this course for?**

The course is appropriate for a wide range of learners, but is primarily aimed at those in the senior phase of the curriculum.

# Course content

There are three areas of study. Each area focuses on particular skills.

## **Physical environments**

Candidates develop geographical skills and techniques in the context of physical environments, together with a detailed knowledge and understanding of the processes and interactions at work within physical environments. Key topics include: location of landscape type, formation of key landscape features, land use management and sustainability, and weather. Candidates study a selection of landscape types from contexts within Scotland and/or the UK. Landscape types are chosen from: glaciated upland, upland limestone, coastal landscapes, and rivers and their valleys. Personalisation and choice is possible through the landscape types and areas chosen for study.

## **Human environments**

Candidates develop geographical skills and techniques in the context of human environments, together with a detailed knowledge and understanding of the interactions at work within human environments. Candidates compare developed and developing countries drawn from a global context. Key topics include: contrasts in development, world population distribution and change, and issues in changing urban and rural landscapes.

## **Global issues**

Candidates develop skills in using numerical information in the context of global issues, together with a detailed knowledge and understanding of significant global geographical issues. Key topics include: climate change, natural regions, environmental hazards, trade and globalisation, tourism, and health. Personalisation and choice is possible through the issues selected for study.

# Skills, knowledge and understanding

## Skills, knowledge and understanding for the course

The following provides a broad overview of the subject skills, knowledge and understanding developed in the course:

- ◆ developing and applying skills and detailed knowledge and understanding in geographical contexts
- ◆ with guidance, researching and using information collected from a range of sources about geographical issues which are mainly familiar
- ◆ using a range of mapping skills, including the use of Ordnance Survey maps
- ◆ using a range of research skills, including fieldwork skills
- ◆ using and interpreting a range of numerical and graphical information
- ◆ demonstrating knowledge and understanding of the physical environment of Scotland and/or the United Kingdom by giving detailed descriptions which are mainly factual with some theoretical content, and giving detailed explanations
- ◆ demonstrating knowledge and understanding of the human environment in a global context by giving detailed descriptions which are mainly factual with some theoretical content, and giving detailed explanations
- ◆ demonstrating knowledge and understanding of selected global issues by giving detailed descriptions which are mainly factual with some theoretical content, and giving detailed explanations

## Skills, knowledge and understanding for the course assessment

The following provides details of the mandatory skills, knowledge and understanding sampled in the course assessment.

### Component 1: question paper

The question paper will sample from the knowledge and understanding below. However, this should not be seen as a guide to the format of the question paper, nor as a recommended teaching order, or a guide to teaching and learning approaches.

#### Physical environments

##### Weather

Within the context of the United Kingdom:

- ◆ the effect of latitude, relief, aspect and distance from sea on local weather conditions
- ◆ the characteristics of the five main air masses affecting the UK
- ◆ the characteristics of weather associated with depressions and anticyclones

##### Landscape types

Within the context of **two** landscape types, selected from either:

- ◆ glaciated uplands and coastal landscapes **OR**
- ◆ upland limestone, and rivers and their valleys

The identification and formation of the following landscape features (from **two** landscape types):

- ◆ glaciated upland — corrie, truncated spur, pyramidal peak, arête, u-shaped valley
- ◆ coastal landscapes — cliffs, caves and arches, stacks, headlands and bays, spits and sand bars
- ◆ upland limestone — limestone pavements, potholes/swallow holes, caverns, stalactites and stalagmites, intermittent drainage
- ◆ rivers and their valleys — v-shaped valleys, waterfalls, meander, ox bow lake, levee

Land uses appropriate to the **two** landscape types studied should be chosen from:

- ◆ farming
- ◆ forestry
- ◆ industry
- ◆ recreation and tourism
- ◆ water storage and supply
- ◆ renewable energy

In the context of **one** landscape type studied:

- ◆ the conflicts which can arise between land uses within this landscape
- ◆ the solutions adopted to deal with the identified land use conflicts



## Human environments

In the context of developed and developing countries:

- ◆ use of social and economic indicators
- ◆ physical and human factors influencing global population distribution
- ◆ factors affecting birth and death rates

In the context of urban areas:

- ◆ characteristics of land-use zones in cities in the developed world
- ◆ recent developments in the CBD, inner city, rural/urban fringe in developed world cities
- ◆ recent developments which deal with issues in shanty towns in developing world cities

In the context of rural areas:

- ◆ changes in the rural landscape in developed countries related to modern developments in farming such as: diversification, impact of new technology, organic farming, genetic modification, current government policy
- ◆ changes in the rural landscape in developing countries related to modern developments in farming such as: genetic modification, impact of new technology, biofuels

## Global issues

Candidates study **two** global issues from the following:

### Climate change

- ◆ features of climate change
- ◆ causes — physical and human
- ◆ effects — local and global
- ◆ management strategies to minimise impact/effects

### Natural regions

- ◆ tundra and equatorial tropical forest climates and their ecosystems
- ◆ use and misuse of these environments by people
- ◆ effects of land degradation on people and the environment
- ◆ management strategies to minimise impact/effects

### Environmental hazards

- ◆ the main features of earthquakes, volcanoes and tropical storms
- ◆ causes of each hazard
- ◆ impact of each hazard on people and the landscape
- ◆ management — methods of prediction and planning, and strategies adopted in response to environmental hazards

### Trade and globalisation

- ◆ world trade patterns
- ◆ causes of inequalities in trade
- ◆ impact of world trade patterns on people and the environment
- ◆ strategies to reduce inequalities — trade alliances, fair trade, sustainable practices

### Tourism

- ◆ mass tourism and eco-tourism
- ◆ causes of/reasons for mass tourism and eco-tourism
- ◆ impact of mass tourism and eco-tourism on people and the environment
- ◆ strategies adopted to manage tourism

### Health

- ◆ distribution of a range of world diseases
- ◆ causes, effects and strategies adopted to manage:
  - HIV/AIDS in developed and developing countries
  - one disease prevalent in a developed country (choose from: heart disease, cancer, asthma)
  - one disease prevalent in a developing country (choose from: malaria, cholera, kwashiorkor, pneumonia)

## Geographical skills

The following skills are assessed in contexts drawn from across the course:

### Mapping skills related to Ordnance Survey maps:

- ◆ grid references (4/6 figure)
- ◆ identifying and locating physical and human features and patterns
- ◆ measuring distance using scale
- ◆ interpreting relief and contour patterns
- ◆ using maps in association with photographs, field sketches, cross sections/transects

### Extracting, interpreting and presenting numerical and graphical information which may be:

- ◆ graphs
- ◆ tables
- ◆ diagrams
- ◆ maps

## Component 2: assignment

Candidates have an open choice of geographical topic or issue.

## Geographical skills

### Research skills including fieldwork skills:

- ◆ gathering
- ◆ processing
- ◆ interpreting

Skills, knowledge and understanding included in the course are appropriate to the SCQF level of the course. The SCQF level descriptors give further information on characteristics and expected performance at each SCQF level ([www.scqf.org.uk](http://www.scqf.org.uk)).



## Higher Geography

<b>Course code:</b>	C833 76
<b>Course assessment code:</b>	X833 76
<b>SCQF:</b>	level 6 (24 SCQF credit points)
<b>Valid from:</b>	session 2018–19

This document provides detailed information about the course and course assessment to ensure consistent and transparent assessment year on year. It describes the structure of the course and the course assessment in terms of the skills, knowledge and understanding that are assessed.

This document is for teachers and lecturers and contains all the mandatory information you need to deliver the course.

The information in this publication may be reproduced in support of SQA qualifications only on a non-commercial basis. If it is reproduced, SQA must be clearly acknowledged as the source. If it is to be reproduced for any other purpose, written permission must be obtained from [permissions@sqa.org.uk](mailto:permissions@sqa.org.uk).

This edition: July 2019 (version 3.0)

© Scottish Qualifications Authority 2013, 2019

# Contents

<b>Course overview</b>	<b>1</b>
Course rationale	2
Purpose and aims	2
Who is this course for?	3
<b>Course content</b>	<b>4</b>
Skills, knowledge and understanding	5
Skills for learning, skills for life and skills for work	9
<b>Course assessment</b>	<b>10</b>
Course assessment structure: question paper	10
Course assessment structure: assignment	12
Grading	15
<b>Equality and inclusion</b>	<b>16</b>
<b>Further information</b>	<b>17</b>
<b>Appendix 1: course support notes</b>	<b>18</b>
Introduction	18
Developing skills, knowledge and understanding	18
Approaches to learning, teaching and assessment	20
Preparing for course assessment	38
Developing skills for learning, skills for life and skills for work	39
<b>Appendix 2: useful websites</b>	<b>41</b>

# Course overview

The course consists of 24 SCQF credit points which includes time for preparation for course assessment. The notional length of time for candidates to complete the course is 160 hours.

The course assessment has three components.

Component	Marks	Scaled mark	Duration
Component 1: question paper 1 — physical and human environments	100	50	1 hour and 50 minutes
Component 2: question paper 2 — global issues and geographical skills	60	30	1 hour and 10 minutes
Component 3: assignment	30	not applicable	1 hour and 30 minutes — see 'Course assessment' section

Recommended entry	Progression
<p>Entry to this course is at the discretion of the centre.</p> <p>Candidates should have achieved the National 5 Geography course or equivalent qualifications and/or experience prior to starting this course.</p>	<ul style="list-style-type: none"><li>◆ Advanced Higher Geography course</li><li>◆ further study, employment and/or training</li></ul>

## Conditions of award

The grade awarded is based on the total marks achieved across all course assessment components.

## Course rationale

National Courses reflect Curriculum for Excellence values, purposes and principles. They offer flexibility, provide time for learning, focus on skills and applying learning, and provide scope for personalisation and choice.

Every course provides opportunities for candidates to develop breadth, challenge and application. The focus and balance of assessment is tailored to each subject area.

This course builds on the principles and practices of the social studies and science curriculum areas. Candidates develop important attitudes, including: an open mind and respect for the values, beliefs and cultures of others; openness to new thinking and ideas; and a sense of responsibility and global citizenship.

Through the study of geography, and by gaining geographical analysis techniques, candidates develop an understanding of aspects of the contemporary world. They are challenged to look at the world in new ways, understand more about their sense of identity, and learn about different countries and cultures. Candidates build up a framework of geographical knowledge and understanding with which to understand and respond to global issues.

Candidates gain experience in contributing to group work and working on their own through taking part in investigative and critical-thinking activities. They also progressively develop their skills in literacy and numeracy.

Candidates develop an increased understanding of the environment, sustainability, and the impact of global issues. They are encouraged to develop a sense of responsible citizenship, and to reflect upon the impact of the environment on health and wellbeing. The emphasis on the evaluation of sources, including maps, develops thinking skills.

## Purpose and aims

The course develops candidates' understanding of our changing world, its human interactions and physical processes. Practical activities, including fieldwork, provide opportunities for candidates to interact with their environment.

The study of geography encourages positive lifelong attitudes of environmental stewardship, sustainability and global citizenship. The course provides candidates with the skills, knowledge and understanding to contribute effectively to their local communities and wider society.

The contexts for study are local, national, international and global.

Candidates develop:

- ◆ a wide range of geographical skills and techniques
- ◆ an understanding of the complex ways in which people and the environment interact in response to physical and human processes on a local, national, international and global scale

- ◆ an understanding of spatial relationships and of the complexity of the changing world in a balanced, critical and sympathetic way
- ◆ a geographical perspective on environmental and social issues and their significance
- ◆ an interest in, understanding of, and concern for the environment and sustainable development

## **Who is this course for?**

The course is appropriate for a range of candidates, from those who wish to achieve a greater understanding of the environment and their place in it, to those who wish to progress to more specialised training, further education, or entry into a diverse range of occupations and careers.



# Course content

Candidates develop a wide range of important and transferable skills, including using, interpreting, evaluating and analysing a wide range of geographical information; interpreting and explaining complex geographical phenomena; using a wide range of maps and other data to process and communicate complex geographical information; and researching skills, including fieldwork.

The course consists of three sections:

## **Physical environments**

Candidates develop and apply knowledge and understanding of the processes and interactions at work within physical environments on a local, regional and global scale. Key topics include: atmosphere; hydrosphere; lithosphere; and biosphere. Personalisation and choice is possible through case studies and areas chosen for study.

## **Human environments**

Candidates develop and apply knowledge and understanding of the processes and interactions at work within urban and rural environments in developed and developing countries. Key topics include: population; rural land degradation and management; and urban change and management. Personalisation and choice is possible through contexts chosen as case studies.

## **Global issues**

Candidates develop and apply knowledge and understanding of global geographical issues which demonstrate the interaction of physical and human factors, and evaluate the strategies adopted to manage these issues. Key topics include: river basin management; development and health; global climate change; and energy. Personalisation and choice is possible through the issues selected for study.

# Skills, knowledge and understanding

## Skills, knowledge and understanding for the course

The following provides a broad overview of the subject skills, knowledge and understanding developed in the course:

- ◆ developing and applying skills, knowledge and understanding across complex physical, human and global issues
- ◆ researching and evaluating a wide range of information collected from a range of sources about complex geographical issues
- ◆ using a wide range of mapping skills and techniques in geographical contexts which may be familiar or unfamiliar, including the use of Ordnance Survey maps
- ◆ using a wide range of research skills and techniques, including fieldwork skills, in geographical contexts which may be familiar or unfamiliar
- ◆ using a wide range of numerical and graphical skills and techniques in geographical contexts which may be familiar or unfamiliar
- ◆ developing and applying factual and theoretical knowledge and understanding and giving detailed explanations of complex:
  - processes and interactions at work within physical environments on a local, regional and global scale
  - processes and interactions at work within human environments in a range of urban and rural, and developed and developing societies
  - global geographical issues which demonstrate the interaction of physical and human factors

## Skills, knowledge and understanding for the course assessment

The following provides details of skills, knowledge and understanding sampled in the course assessment:

### Geographical skills

The following skills are assessed in contexts drawn from across the course:

Mapping skills:

- ◆ interpretation and analysis
- ◆ using maps, including Ordnance Survey maps, in association with photographs, field sketches, cross sections/transects

Research skills including fieldwork skills:

- ◆ gathering
- ◆ processing
- ◆ interpreting
- ◆ evaluating

Using numerical and graphical information which may be presented in the following ways:

- ◆ statistical
- ◆ graphical
- ◆ tabular

### **Physical environments**

In relation to physical environments, candidates:

- ◆ develop and apply geographical skills and knowledge and understanding
- ◆ develop and apply knowledge and understanding of the processes at work and interactions with human environments on a local, regional and global scale

Content sampled in this section of the question paper:

#### **Atmosphere**

- ◆ global heat budget
- ◆ redistribution of energy by atmospheric and oceanic circulation
- ◆ cause, characteristics and impact of the Intertropical Convergence Zone

#### **Hydrosphere**

- ◆ formation of erosional and depositional features in river landscapes:
  - V shaped valley
  - waterfall
  - meander
  - oxbow lake
- ◆ hydrological cycle within a drainage basin
- ◆ interpretation of hydrographs

#### **Lithosphere**

- ◆ formation of erosional and depositional features in glaciated landscapes:
  - corrie
  - arête
  - pyramidal peak
  - U shaped valley
  - hanging valley
  - ribbon lake
  - drumlin
  - esker
  - terminal moraine
- ◆ formation of erosional and depositional features in coastal landscapes:
  - wave cut platform
  - headland and bay
  - cave

- arch
- stack
- spit
- bar
- tombolo

### **Biosphere**

- ◆ properties and formation processes of podzol, brown earth and gley soils

### **Human environments**

In relation to human environments, candidates:

- ◆ develop and apply geographical skills and knowledge and understanding
- ◆ develop and apply knowledge and understanding of the processes and interactions at work within urban and rural environments in developed and developing countries
- ◆ evaluate the impact/effectiveness of management strategies

Content sampled in this section of the question paper:

#### **Population**

- ◆ methods and problems of data collection
- ◆ consequences of population structure
- ◆ causes and impacts of forced and voluntary migration

#### **Rural**

- ◆ impact and management of rural land degradation related to a rainforest or semi-arid area
- ◆ rural land use conflicts and their management related to either a glaciated or coastal landscape

#### **Urban**

- ◆ the need for management of recent urban change (housing and transport) in a developed and in a developing world city
- ◆ management strategies employed
- ◆ impact of management strategies

### **Global issues**

In relation to global issues, candidates:

- ◆ develop and apply geographical skills and knowledge and understanding
- ◆ develop and apply knowledge and understanding of significant global geographical issues which demonstrate the interaction of physical and human factors, and evaluate strategies adopted in the management of these issues

Candidates study two of the four global issues. An appreciation of sustainable development should permeate the global issues studied.

Content sampled in this section of the question paper:

**River basin management**

- ◆ physical characteristics of a selected river basin
- ◆ need for water management
- ◆ selection and development of sites
- ◆ consequences of water control projects

**Development and health**

- ◆ validity of development indicators
- ◆ differences in levels of development between developing countries
- ◆ a water-related disease: causes, impact, management
- ◆ primary healthcare strategies

**Global climate change**

- ◆ physical and human causes
- ◆ local and global effects
- ◆ management strategies and their limitations

**Energy**

- ◆ global distribution of energy resources
- ◆ reasons for changes in demand for energy in both developed and developing countries
- ◆ effectiveness of renewable and non-renewable approaches to meeting energy demands and their suitability within different countries

Skills, knowledge and understanding included in the course are appropriate to the SCQF level of the course. The SCQF level descriptors give further information on characteristics and expected performance at each SCQF level, and can be found on the SCQF website.

# Skills for learning, skills for life and skills for work

This course helps candidates to develop broad, generic skills. These skills are based on [SQA's Skills Framework: Skills for Learning, Skills for Life and Skills for Work](#) and draw from the following main skills areas:

## **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

Teachers and lecturers must build these skills into the course at an appropriate level, where there are suitable opportunities.

# Course assessment

Course assessment is based on the information provided in this document.

The course assessment meets the key purposes and aims of the course by addressing:

- ◆ breadth — drawing on knowledge and skills from across the course
- ◆ challenge — requiring greater depth or extension of knowledge and/or skills
- ◆ application — requiring application of knowledge and/or skills in practical or theoretical contexts as appropriate

This enables candidates to:

- ◆ draw on, extend and apply the skills, knowledge and understanding acquired during the course
- ◆ demonstrate breadth of skills, knowledge and understanding from across the course
- ◆ demonstrate challenge and application related to an appropriate geographical topic or issue

## Course assessment structure: question paper

### Question paper 1: Physical and human environments 100 marks

This question paper has 100 marks out of a total of 190 marks. This is scaled by SQA to represent 46% of the overall marks for the course assessment.

This question paper enables candidates to demonstrate the application of their skills, knowledge and understanding from the physical environments and human environments sections of the course.

In this question paper candidates have an opportunity to demonstrate:

- ◆ using a wide range of geographical skills and techniques
- ◆ describing, explaining, evaluating and analysing complex geographical issues, using knowledge and understanding which is factual and theoretical, of the physical and human processes and interactions at work within geographical contexts on a local, regional and global scale

This question paper has two sections:

#### Section 1: Physical environments

#### Section 2: Human environments

Each of these sections is worth 50 marks and consists of extended-response questions. Candidates answer all questions in each section.

## **Setting, conducting and marking the question paper**

This question paper is set and marked by SQA, and conducted in centres under conditions specified for external examinations by SQA.

Candidates have 1 hour and 50 minutes to complete this question paper.

## **Question paper 2: Global issues and geographical skills 60 marks**

This question paper has 60 marks out of a total of 190 marks. This is scaled by SQA to represent 27% of the overall marks for the course assessment.

This question paper enables candidates to demonstrate the application of their skills, knowledge and understanding from across the global issues and geographical skills sections of the course.

In this question paper candidates have an opportunity to demonstrate:

- ◆ using a wide range of geographical skills and techniques
- ◆ describing, explaining, evaluating and analysing complex geographical issues, using knowledge and understanding which is factual and theoretical, of the physical and human processes and interactions at work within geographical contexts on a local, regional and global scale

This question paper has two sections:

**Section 1: Global issues** is worth 40 marks and consists of extended-response questions. Candidates choose two from the four questions. Each question is worth 20 marks.

**Section 2: Application of geographical skills** is worth 20 marks and consists of a mandatory extended-response question. Candidates apply geographical skills acquired during the course. The skills assessed in the question include mapping skills and the use of numerical/graphical information.

## **Setting, conducting and marking the question paper**

This question paper is set and marked by SQA, and conducted in centres under conditions specified for external examinations by SQA.

Candidates have 1 hour and 10 minutes to complete this question paper.

The question papers have a greater emphasis on the assessment of knowledge and understanding than the assignment. The remaining marks are awarded for the demonstration of skills.

Specimen question papers for Higher courses are published on SQA's website. These illustrate the standard, structure and requirements of the question papers candidates sit. The specimen papers also include marking instructions.



# Course assessment structure: assignment

## Assignment

**30 marks**

The assignment has 30 marks which represents 27% of the overall marks for the course assessment.

The assignment enables candidates to demonstrate the application of their skills, knowledge and understanding within the context of a geographical topic or issue.

### Assignment overview

The assignment gives candidates an opportunity to demonstrate:

- ◆ identifying a geographical topic or issue
- ◆ carrying out research, which should include fieldwork where appropriate
- ◆ knowledge of the suitability of the methods and/or reliability of the sources used
- ◆ processing and using a range of information gathered
- ◆ drawing on detailed knowledge and understanding of the topic or issue
- ◆ analysing information from a range of sources
- ◆ reaching a conclusion supported by a range of evidence on a geographical topic or issue
- ◆ communicating information

The assignment has a greater emphasis on the assessment of skills than the question papers. The remaining marks are awarded for the demonstration of knowledge and understanding.

### Setting, conducting and marking the assignment

The assignment has two stages:

- ◆ research
- ◆ production of evidence

SQA provides a brief for the generation of evidence to be assessed. Candidates have an open choice of geographical topic or issue. They research the topic or issue and organise and process their findings to address it using the Processed Information collected during their research to support them in the production of evidence. The Processed Information must be no more than two single-sided sheets of A4 or one single-sided sheet of A3 paper.

Teachers and lecturers should provide reasonable guidance on the types of topic or issue which enable candidates to meet all the requirements of the assignment. They may also guide candidates as to the likely availability and accessibility of resources for their chosen topic or issue.

Candidates undertake the research stage at any appropriate point in the course, normally when they have developed the necessary skills, knowledge and understanding. Candidates complete the production of evidence stage in time to meet the submission date set by SQA. Evidence is submitted to SQA for external marking. All marking is quality assured by SQA.

## **Assessment conditions**

### **Time**

The research stage is completed over a notional period of 8 hours. Candidates have 1 hour and 30 minutes to complete the production of evidence stage. This must be done in one sitting. The evidence must be completed in time to meet a submission date set by SQA.

### **Supervision, control and authentication**

The research stage is conducted under some supervision and control. This means that, although candidates may complete part of the work outwith the learning and teaching setting, teachers and lecturers should put in place processes to monitor progress and ensure that the work is the candidate's own, and that plagiarism has not taken place. For example:

- ◆ interim progress meetings with candidates
- ◆ questioning
- ◆ candidate's record of activity/progress
- ◆ teacher or lecturer observation

Group work approaches are acceptable as part of the research stage. However, there must be clear evidence for each candidate to show that they have met the evidence requirements.

The production of evidence stage is conducted under a high degree of supervision and control and is carried out:

- ◆ independently by the candidate
- ◆ within 1 hour and 30 minutes
- ◆ in one sitting
- ◆ with the use of the two single-sided A4 Processed Information sheets or one single-sided sheet of A3 only
- ◆ in time to meet a submission date set by SQA
- ◆ when the candidate is ready

If the production of evidence is word-processed, centres must ensure that candidates do not have access to the internet or any other files (either on hard drives or portable storage).

During the production of evidence stage, candidates must:

- ◆ be in direct sight of the teacher or lecturer, or other responsible person
- ◆ not communicate with each other
- ◆ have access only to the Processed Information (two single-sided A4 Processed Information sheets or one single-sided A3 Processed Information sheet)
- ◆ not receive any assistance from the teacher or lecturer

## **Resources**

There are no restrictions on the resources to which candidates may have access during the research stage.

During the final production of evidence stage, candidates must have access only to the Processed Information. This comprises material collected and processed during the research stage on up to two single-sided sheets of A4 or one single-sided sheet of A3 paper. The Processed Information is not assessed. However, it must be submitted to SQA along with the candidate evidence.

## **Reasonable assistance**

Candidates must undertake the assignment independently. However, reasonable assistance may be provided at the research stage and prior to the production of evidence taking place. The term 'reasonable assistance' is used to try to balance the need for support with the need to avoid giving too much assistance. If a candidate requires more than what is deemed to be 'reasonable assistance', they may not be ready for assessment or it may be that they have been entered for the wrong level of qualification.

Reasonable assistance may be given on a generic basis to a class or group of candidates, for example advice on how to develop a project plan. It may also be given to candidates on an individual basis.

When reasonable assistance is given on a one-to-one basis in the context of something the candidate has already produced or demonstrated, there is a danger that it becomes support for assessment. Teachers or lecturers must be aware that this should not go beyond reasonable assistance.

In the research stage, reasonable assistance may include:

- ◆ directing candidates to the instructions for candidates
- ◆ clarifying instructions/requirements of the task
- ◆ advising candidates on the choice of a topic or issue
- ◆ advising them on possible sources of information
- ◆ arranging visits, including fieldwork, to enable gathering of evidence
- ◆ interim progress checks

In preparing for the production of evidence stage, reasonable assistance may include:

- ◆ advising candidates of the nature and volume of specified resources which may be used to support the production of evidence

At any stage, reasonable assistance does not include:

- ◆ providing the topic or issue
- ◆ directing candidates to specific resources to be used
- ◆ providing model answers or writing frames specific to the task (such as outlines, paragraph headings or section headings)

- ◆ providing detailed feedback on drafts, including marking

## **Evidence to be gathered**

The following evidence is required for this assessment:

- ◆ candidate evidence
- ◆ Processed Information (two single-sided sheets of A4, or one single-sided sheet of A3 paper)

If a candidate does not submit Processed Information, a penalty of 6 marks out of the total 30 marks is applied.

## **Volume**

There is no word count.

## **Grading**

Candidates' overall grades are determined by their performance across the course assessment. The course assessment is graded A–D on the basis of the total mark for all course assessment components.

### **Grade description for C**

For the award of grade C, candidates will typically have demonstrated successful performance in relation to the skills, knowledge and understanding for the course.

### **Grade description for A**

For the award of grade A, candidates will typically have demonstrated a consistently high level of performance in relation to the skills, knowledge and understanding for the course.

# Equality and inclusion

This course is designed to be as fair and as accessible as possible with no unnecessary barriers to learning or assessment.

For guidance on assessment arrangements for disabled candidates and/or those with additional support needs, please follow the link to the assessment arrangements web page: [www.sqa.org.uk/assessmentarrangements](http://www.sqa.org.uk/assessmentarrangements).



## Advanced Higher Geography

<b>Course code:</b>	C833 77
<b>Course assessment code:</b>	X833 77
<b>SCQF:</b>	level 7 (32 SCQF credit points)
<b>Valid from:</b>	session 2019–20

This document provides detailed information about the course and course assessment to ensure consistent and transparent assessment year on year. It describes the structure of the course and the course assessment in terms of the skills, knowledge and understanding that are assessed.

This document is for teachers and lecturers and contains all the mandatory information required to deliver the course.

The information in this document may be reproduced in support of SQA qualifications only on a non-commercial basis. If it is reproduced, SQA must be clearly acknowledged as the source. If it is to be reproduced for any other purpose, written permission must be obtained from [permissions@sqa.org.uk](mailto:permissions@sqa.org.uk).

This edition: September 2019 (version 2.0)

© Scottish Qualifications Authority 2014, 2019

# Contents

<b>Course overview</b>	<b>1</b>
Course rationale	2
Purpose and aims	2
Who is this course for?	3
<b>Course content</b>	<b>4</b>
Skills, knowledge and understanding	4
Skills for learning, skills for life and skills for work	7
<b>Course assessment</b>	<b>8</b>
Course assessment structure: question paper	8
Course assessment structure: project–folio	10
Grading	13
<b>Equality and inclusion</b>	<b>14</b>
<b>Further information</b>	<b>15</b>
<b>Appendix: course support notes</b>	<b>16</b>
Introduction	16
Developing skills, knowledge and understanding	16
Approaches to learning and teaching	17
Preparing for course assessment	31
Developing skills for learning, skills for life and skills for work	40

# Course overview

This course consists of 32 SCQF credit points, which includes time for preparation for course assessment. The notional length of time for candidates to complete the course is 160 hours.

The course assessment has three components.

Component	Marks	Duration
Component 1: question paper	50	2 hours and 30 minutes
Component 2: project–folio — geographical study	60	see 'Course assessment' section
Component 3: project–folio — geographical issue	40	see 'Course assessment' section

Recommended entry	Progression
<p>Entry to this course is at the discretion of the centre.</p> <p>Candidates should have achieved the Higher Geography course or equivalent qualifications and/or experience prior to starting this course.</p>	<ul style="list-style-type: none"><li>◆ Higher National Qualifications or degree courses in social subjects and science or related areas</li><li>◆ further study, employment and/or training</li></ul>

## Conditions of award

The grade awarded is based on the total marks achieved across all course assessment components.



## **Course rationale**

National Courses reflect Curriculum for Excellence values, purposes and principles. They offer flexibility, provide time for learning, focus on skills and applying learning, and provide scope for personalisation and choice.

Every course provides opportunities for candidates to develop breadth, challenge and application. The focus and balance of assessment is tailored to each subject area.

This course builds on the principles and practices of the social studies and science curriculum areas. Candidates develop important attitudes, including: an open mind and respect for the values, beliefs and cultures of others; openness to new thinking and ideas; and a sense of responsibility and global citizenship.

Through the study of geography, and by gaining geographical analysis techniques, candidates develop an understanding of aspects of the contemporary world. They are challenged to look at the world in new ways, understand more about their sense of identity, and learn about different countries and cultures.

Candidates gain experience of working on their own through the independent study, research, critical thinking, and evaluation skills embedded in the course. Candidates further develop skills and attributes which are highly valued by higher education institutions, transferable and important for their life and work.

Candidates build up a framework of geographical knowledge and understanding with which to understand and respond to geographical issues. They develop an increased understanding of the environment, sustainability and the impact of global issues. They are encouraged to develop a sense of responsible citizenship, and to reflect on the impact of the environment on health and wellbeing. The emphasis on the evaluation of sources, including maps, develops candidates' thinking skills. They develop skills including fieldwork, making decisions, critical evaluation, and the use of geographical methodologies.

Candidates progressively develop skills in literacy by producing extended writing. They develop skills in numeracy through data collection, data processing, and the use of statistical techniques and geographical information systems.

## **Purpose and aims**

The course develops candidates' understanding of our changing world, its human interactions and physical processes. Practical activities, including fieldwork, provide opportunities for candidates to interact with their environment.

The study of geography encourages positive lifelong attitudes of environmental stewardship, sustainability and global citizenship. The course provides candidates with the skills, knowledge and understanding to contribute effectively to their local communities and wider society.

The course helps create informed and active citizens by enabling candidates to develop a greater understanding of the human and physical processes which have an impact on their environment, and by encouraging scientific rigour in data collection and interpretation.

Candidates develop skills which are transferable to other areas of study and which they can use in everyday life. They carry out independent research and take responsibility for their own learning, with support from teachers, lecturers, tutors, or peers, as appropriate.

The course aims to enable candidates to:

- ◆ understand the ways in which people and the environment interact in response to physical and human processes
- ◆ study spatial relationships to develop a balanced and critical understanding of the changing world
- ◆ further acquire a geographical perspective on environmental and social issues and their significance
- ◆ further develop skills of independent research, fieldwork, analysis, synthesis, evaluation and presentation
- ◆ further develop skills and techniques to collect, extract, analyse and interpret information to explain geographical phenomena using appropriate terminology
- ◆ further develop expertise in the use of maps, diagrams, statistical techniques and written accounts

## **Who is this course for?**

The course is designed for a range of candidates, from those who wish to achieve a greater understanding of the environment and their place in it, to those who wish to progress to more specialised training, further education, or entry into a diverse range of occupations and careers.

The specific geographical, research and presentation skills developed in the course, and its general approach to developing skills of independent working, benefits candidates as they progress to higher education, and the world of work.

The transferable skills developed in the course provide preparation for candidates entering occupations and careers such as town and transport planning, chartered surveying, renewable energy, land and water management, environmental consultancy, development, tourism, conservation, demography, housing and social welfare.

# Course content

The course covers:

## Geographical skills

Candidates develop a wide range of geographical methods and techniques including mapping skills, graphical techniques, and a range of statistical techniques for analysing and interpreting geographical data. Candidates develop a wide range of investigating skills while undertaking independent research such as:

- ◆ scoping or identifying appropriate research topics
- ◆ how to plan and manage a complex programme of research
- ◆ techniques to source, collect and record appropriate and reliable primary and secondary information
- ◆ methods of independent fieldwork
- ◆ techniques to present findings using appropriate conventions
- ◆ how to evaluate research methodology

## Geographical issues

Candidates develop critical thinking and the ability to evaluate sources and viewpoints on current complex geographical issues.

# Skills, knowledge and understanding

## Skills, knowledge and understanding for the course

The following provides a broad overview of the subject skills, knowledge and understanding developed in the course:

- ◆ developing and using a wide range of research and mapping skills and techniques in complex geographical contexts
- ◆ developing and using a wide range of numerical and graphical skills and techniques in geographical contexts
- ◆ developing and using a wide range of statistical techniques
- ◆ developing and using knowledge and understanding of geographical terminology, ideas and systems, in conjunction with complex information, to explain and analyse a wide range of geographical phenomena
- ◆ developing and applying skills, knowledge and understanding to analyse a wide range of complex geographical evidence

## **Skills, knowledge and understanding for the course assessment**

The following provides details of skills, knowledge and understanding sampled in the course assessment.

Candidates study the following:

- ◆ map interpretation
- ◆ gathering and processing techniques
- ◆ geographical data handling

### **Map interpretation**

Candidates demonstrate mapping skills techniques through their ability to use evidence from maps and other supplementary items.

The question paper uses map extracts from the 1:25,000 scale Ordnance Survey (OS) *Explorer Series* topographical sheets of England and Wales. Although candidates are assessed on their map interpretation skills, they are expected to apply prior knowledge of map reading and interpretation, for example, using scale, drawing to scale, interpretation of relief and surface features. This also includes grid references and reference to features symbolised on the map.

In addition to the OS map, candidates are expected to interpret and use information from supplementary items such as:

- ◆ maps or map-based diagrams
- ◆ photographs
- ◆ sketches
- ◆ graphical information
- ◆ outline drawings
- ◆ drawings based on photographs, data tables and written text about the area

### **Gathering and processing techniques**

Candidates demonstrate their knowledge and understanding of gathering and processing techniques in the context of research and/or fieldwork, and the analysis and/or evaluation of data which might be obtained as a result of using those techniques. Questions **may** use the supplementary items supplied with the question paper.

The question paper samples from the following skills and techniques:

#### **Physical**

- ◆ beach profile analysis
- ◆ micro-climate analysis
- ◆ pebble analysis
- ◆ slope analysis
- ◆ soil analysis

- ◆ stream analysis
- ◆ vegetation analysis

### **Human**

- ◆ environmental quality survey
- ◆ interview design and implementation
- ◆ pedestrian survey
- ◆ perception studies
- ◆ questionnaire design and implementation
- ◆ rural land use mapping
- ◆ traffic survey
- ◆ urban land use mapping

### **Geographical data handling**

Candidates interpret and analyse a given set of data, including statistical data, to evaluate any techniques used and their effectiveness in order to explain geographical relationships. Questions use the supplementary items supplied with the question paper.

The question paper samples from the following skills and techniques:

- ◆ handling different data types — nominal, ordinal, interval
- ◆ sampling methods — random, regular, stratified
- ◆ graphical presentation of data — bipolar analysis, dispersion diagram, kite diagram, logarithmic graph, polar graph, systems diagrams, scattergraph, triangular graph
- ◆ map or map-based diagram — annotated overlay, choropleth map, cross section, dot map, flow line map, isoline map, proportional symbols, sphere of influence map, transect
- ◆ descriptive statistics:
  - measures of central tendency — mean, median, mode
  - measures of dispersion — range, interquartile range, standard deviation, standard error of the mean, coefficient of variation
- ◆ inferential statistics: chi squared analysis, linear regression analysis, nearest neighbour analysis, Pearson's product moment correlation coefficient, Spearman's rank correlation coefficient

Note: candidates are expected to be able to use a general atlas, suitable for SCQF level 7. An atlas is a very valuable resource that helps candidates to locate an OS map extract in its broader setting, and provide thematic information.

Skills, knowledge and understanding included in the course are appropriate to the SCQF level of the course. The SCQF level descriptors give further information on characteristics and expected performance at each SCQF level, and are available on the SCQF website.

# Skills for learning, skills for life and skills for work

This course helps candidates to develop broad, generic skills. These skills are based on [SQA's Skills Framework: Skills for Learning, Skills for Life and Skills for Work](#) and draw from the following main skills areas:

## **1 Literacy**

1.1 Reading

1.2 Writing

## **2 Numeracy**

2.3 Information handling

## **4 Employability, enterprise and citizenship**

4.6 Citizenship

## **5 Thinking skills**

5.3 Applying

5.4 Analysing and evaluating

Teachers and lecturers must build these skills into the course at an appropriate level, where there are suitable opportunities.

# Course assessment

Course assessment is based on the information in this course specification.

The course assessment meets the purposes and aims of the course by addressing:

- ◆ challenge — requiring greater depth or extension of knowledge and/or skills
- ◆ application — requiring application of knowledge and/or skills in practical or theoretical contexts as appropriate

This enables candidates to:

- ◆ draw on, extend and apply the skills, knowledge and understanding acquired during the course
- ◆ demonstrate depth of knowledge and understanding, and application of skills
- ◆ demonstrate challenge and application related to independent research and critical evaluation

## Course assessment structure: question paper

### Question paper

**50 marks**

The question paper has a total mark allocation of 50 marks. This is 33% of the overall marks for the course assessment.

The question paper enables candidates to demonstrate the application of their skills and breadth of knowledge and understanding from across the course.

In the question paper candidates have an opportunity to demonstrate:

- ◆ knowledge of a wide range of geographical methods and techniques and understanding of the contexts in which they should be used
- ◆ applying a wide range of geographical methods and techniques including mapping skills, research and/or fieldwork skills, graphical techniques and statistical techniques for analysing and interpreting geographical data

The questions cover map interpretation, gathering and processing techniques, and geographical data handling, using relevant accompanying supplementary items.

### Map interpretation (20 marks)

Questions assess candidates' mapping skills techniques and their ability to use map evidence to support a response. Candidates use a 1:25,000 scale OS map and other supplementary items.

### **Gathering and processing techniques (10 marks)**

Questions assess candidates' knowledge and understanding of gathering and processing techniques in the context of research and/or fieldwork, and their analysis and/or evaluation of data which might be obtained as a result of using those techniques. Questions **may** use the supplementary items supplied with the question paper.

### **Geographical data handling (20 marks)**

Questions assess candidates' interpretation and analysis of a given set of data, including statistical data, to evaluate techniques used and their effectiveness in explaining geographical relationships. Questions use the supplementary items supplied with the question paper.

The question paper contains two or three questions. Candidates attempt all questions.

Questions draw on the skills, knowledge and understanding described in the 'Skills, knowledge and understanding for the course assessment' section and require candidates to integrate their geographical skills in order to explain, analyse and evaluate information. Questions may focus on one particular skill or they may integrate more than one skill area.

In addition to the OS map, supplementary items are provided with the question paper. These are in the form of one or more of the following:

- ◆ maps or map-based diagrams
- ◆ tracing overlay
- ◆ photographs
- ◆ sketches
- ◆ graphical information
- ◆ outline drawings
- ◆ drawings based on photographs, data tables and written text about the area

### **Use of an atlas**

Centres must provide an atlas for each candidate to use in the examination. It must be suitable for use at SCQF level 7 and be of a general type (not devoted to one region or purely thematic). Centres must ensure that the atlases candidates use are clean copies and contain no additional material.

### **Setting, conducting and marking the question paper**

SQA sets and marks the question paper. It is conducted in centres under conditions specified for external examinations by SQA.

Candidates have 2 hours and 30 minutes to complete the question paper.

All marking is quality assured by SQA.



Specimen question papers for Advanced Higher courses are published on SQA's website. These illustrate the standard, structure and requirements of the question papers. The specimen papers also include marking instructions.

## **Course assessment structure: project–folio**

### **Project–folio: geographical study**

**60 marks**

The geographical study has a total mark allocation of 60 marks. This is 40% of the overall marks for the course assessment.

The geographical study enables candidates to demonstrate the application of their skills, knowledge and understanding through undertaking independent research.

Candidates have the opportunity to demonstrate:

- ◆ independent research and/or fieldwork
- ◆ applying a wide range of geographical methods and techniques
- ◆ integrating a wide range of geographical skills

### **Setting, conducting and marking the geographical study**

In order to complete the geographical study, candidates need to:

- ◆ justify their choice of a complex geographical topic to research
- ◆ plan and carry out detailed research, which could include fieldwork
- ◆ evaluate the research techniques and the reliability of data gathered
- ◆ demonstrate a detailed knowledge and understanding of the topic being studied from wider reading
- ◆ use a wide range of appropriate techniques to process the gathered information
- ◆ analyse all the information they have gathered and processed to identify and explain relationships
- ◆ reach reasoned conclusions supported by a wide range of evidence

Candidates should demonstrate the ability to undertake detailed research of a geographical nature which uses primary and/or secondary sources, to gather and process data and report findings appropriately.

Teachers and lecturers should provide reasonable guidance on the types of study which will enable candidates to meet all the requirements of this assessment. Teachers and lecturers may also guide candidates as to the likely availability and accessibility of resources for their chosen study.

Candidates will work on their geographical study with minimum support from the teacher or lecturer.

The geographical study is managed by centres within SQA guidelines and is conducted under some supervision and control.

Evidence is submitted to SQA for external marking. All marking is quality assured by SQA.

## **Project–folio: geographical issue**

**40 marks**

The geographical issue has a total mark allocation of 40 marks. This is 27% of the overall marks for the course assessment.

The geographical issue enables candidates to demonstrate the application of their skills, knowledge and understanding through undertaking independent research.

Candidates have the opportunity to demonstrate:

- ◆ critically evaluating a current complex geographical issue using a wide range of sources and viewpoints
- ◆ integrating a wide range of geographical skills

### **Setting, conducting and marking the geographical issue**

In order to complete the geographical issue, candidates need to:

- ◆ justify their choice of a current complex geographical issue to critically evaluate
- ◆ undertake wider background reading from a wide range of sources relating to the geographical issue
- ◆ summarise a wide range of viewpoints on the complex geographical issue
- ◆ critically evaluate each of the viewpoints
- ◆ reach reasoned conclusions supported by a wide range of evidence

Candidates should demonstrate the ability to carry out a critical evaluation of a complex geographical issue by identifying viewpoints from a wide range of sources relating to the issue, and evaluating these viewpoints in a way that allows valid conclusion(s) to be drawn.

Teachers and lecturers should provide reasonable guidance on the types of issue which will enable candidates to meet all the requirements of this assessment. Teachers and lecturers may also guide candidates as to the likely availability and accessibility of resources for their chosen issue.

Candidates will work on their geographical issue with minimum support from the teacher or lecturer.

The geographical issue is managed by centres within SQA guidelines and is conducted under some supervision and control.

Evidence is submitted to SQA for external marking. All marking is quality assured by SQA.

## **Assessment conditions**

### **Project–folio (geographical study and geographical issue)**

#### **Time**

Both parts of the project–folio are carried out over a period of time. Candidates should start at an appropriate point in the course.

Candidates must produce the assessment evidence independently in time to meet a submission date set by SQA.

#### **Supervision, control and authentication**

Teachers and lecturers must exercise their professional responsibility to ensure that evidence submitted by a candidate is the candidate's own work.

The project–folio is conducted under some supervision and control. This means that, although candidates may complete part of the work outwith the learning and teaching setting, teachers and lecturers should put in place processes to monitor progress and ensure that the work is the candidate's own, and that plagiarism has not taken place. For example:

- ◆ regular checkpoint and/or progress meetings with candidates
- ◆ short spot-check personal interviews
- ◆ checklists which record activity and/or progress

Group work approaches are acceptable during the research phase of the project–folio. Candidates should acknowledge any group work undertaken. However, the completed project–folio must be the candidate's own work.

Candidates may seek clarification from their teacher or lecturer regarding the wording of a brief or specification, or instructions for the assessment if they find them unclear. In this case, the clarification should normally be given to the whole class.

Teacher and lecturer input and advice is acceptable in order to allow candidates to progress to the next stages of the assessment.

#### **Resources**

There are no restrictions on the resources to which candidates may have access.

#### **Reasonable assistance**

Centres must ensure that each candidate's evidence for their project–folio is their own work. However, reasonable assistance may be provided. The term 'reasonable assistance' is used to try to balance the need for support with the need to avoid giving too much assistance. If a candidate requires more than what is deemed to be 'reasonable assistance', they may not be ready for assessment, or they may have been entered for the wrong level of qualification.

Reasonable assistance may be given on a generic basis to a class or group of candidates, for example, advice on submission dates. It may also be given on a generic basis to an individual candidate.

When reasonable assistance is given on a one-to-one basis in the context of something the candidate has already produced or demonstrated, there is a danger that it becomes support for assessment. Teachers or lecturers must be aware that this should not go beyond reasonable assistance.

## **Evidence to be gathered**

The following evidence is required for this assessment:

- ◆ candidate's completed project–folio which consists of the geographical study and the geographical issue

## **Volume**

### **Geographical study**

The word count for the completed geographical study should be no more than 3,000 words (excluding any text used on front covers, list of contents, annotations to any illustrations, references, bibliography and appendices). Candidates must submit the word count with the completed geographical study.

If the word count exceeds the maximum by more than 10%, a penalty is applied.

### **Geographical issue**

The word count for the completed geographical issue should be no more than 1,800 words (excluding any text used on front covers, list of contents, annotations to any illustrations, references, bibliography and appendices). Candidates must submit the word count with the completed geographical issue.

If the word count exceeds the maximum by more than 10%, a penalty is applied.

## **Grading**

Candidates' overall grades are determined by their performance across the course assessment. The course assessment is graded A–D on the basis of the total mark for all course assessment components.

### **Grade description for C**

For the award of grade C, candidates will typically have demonstrated successful performance in relation to the skills, knowledge and understanding for the course.

### **Grade description for A**

For the award of grade A, candidates will typically have demonstrated a consistently high level of performance in relation to the skills, knowledge and understanding for the course.