

# **Workshop Aims:**

- Course Outline and assessment arrangements
- Tips to improve performance in the exam
- Tips to improve performance in the assignment

# Higher Geography Course Outline

There are **four** areas tested in the exams:

1. Physical Environments
2. Human Environments
3. Global Issues
4. OS Map Interpretation



# Area 1: Physical Environments

= **natural** processes that help shape parts of Scotland / Britain and the world...(i.e. these things happen with or without people).

**Coastal Landscapes**

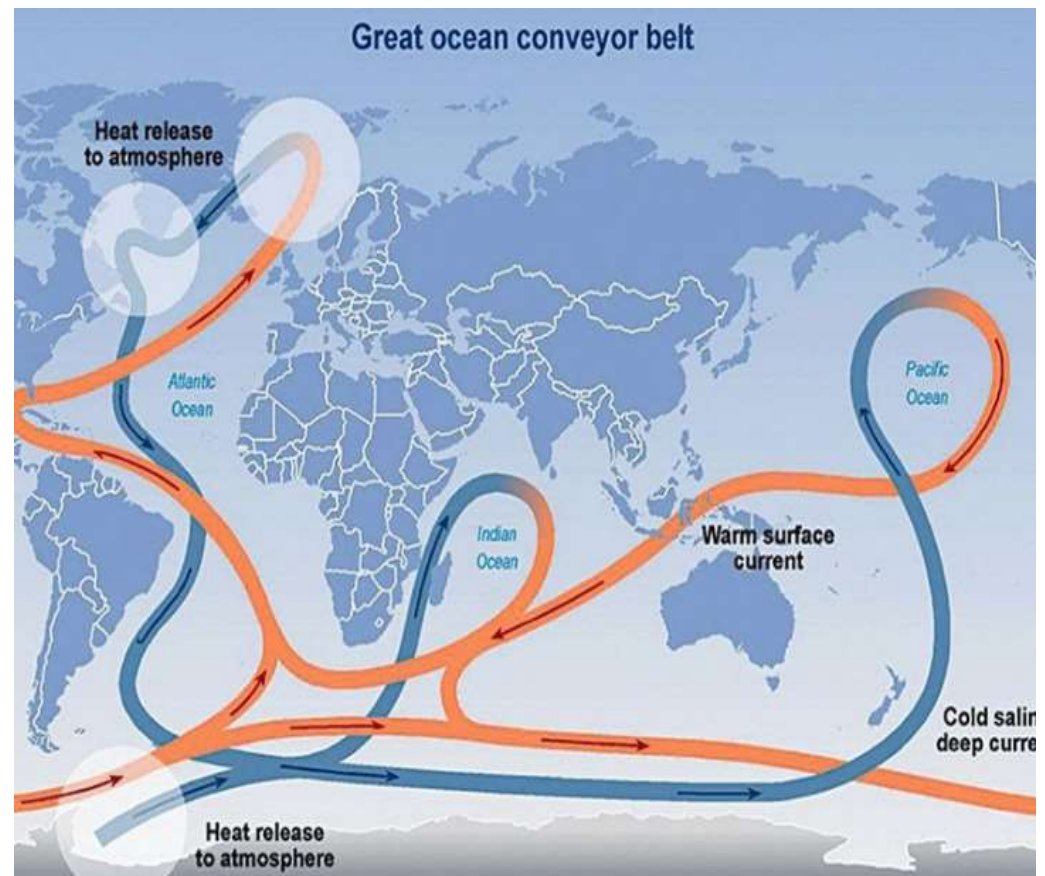
**Glaciated Landscapes**

**River Landscapes**

**The Importance of Soil**

**Atmospheric Processes**

**Oceanic Processes**



## Area 2: Human Environments

= The impact of people on the planet: how, why and what can be done better in the future... It compares 'developed' countries with 'developing' countries in terms of their:

**Urban Landscapes**

**Rural Landscapes**

**Population Issues**





## **Area 3: Global Issues**

= this unit looks at certain things that have global, worldwide impacts. There are two topics in particular:

**Development &  
Health**

**Global Climate  
Change**



## Area 4: OS Map Interpretation

This topic allows pupils to apply their map interpretation skills to a variety of scenarios – for example:

**Proposed new housing developments**

**Proposed new Geography field centre site**

**Proposed new roads / cycle routes...**



# **Higher Geography Assessment Arrangements**

**Final Exams (on Tuesday 28<sup>th</sup> April 2020)!**

**Paper 1 (1 hour and 50 minutes) – tests the core Physical and Human Geography topics and is marked out of 100.**

**(30 minute break)**

**Paper 2 (1 hour and 10 minutes) – tests the Global Issue and Map Skills topics and is marked out of 60.**

**Paper 1 and Paper 2 combined (160 marks) = 73% of the overall Higher Course Award**

## **The Assignment (contributes the final 27% of marks)**

This is a piece of written work interpreting the fieldwork data collected on one of the two field trips (Coastal / Rivers Trip to Culzean Castle or Urban / Traffic Management Trip to Glasgow)



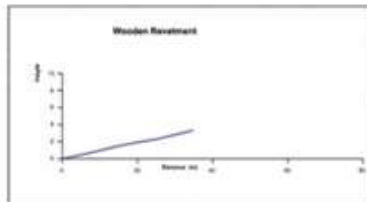
Geography Assignment: Processed Information (sheet 1)	
Candidate Name:	SCN number:

Figure 1: Geological map of the area:



(This will allow pupils to explain the formation of the two rock types – and talk about the fact that the coastline is concordant (apart from the band of green (Microgabbro) which is discordant))

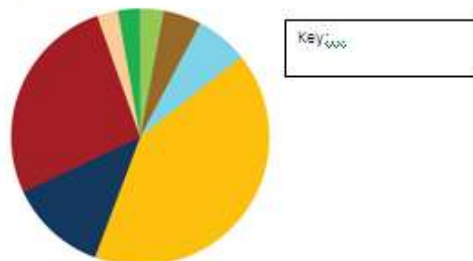
Figure 2a: Beach Profile at Site 1 (Sandstone)



(Hopefully shows that the sandstone beach is more gently sloping than the basalt beach. All three cross-sections for each site could be plotted on the same graph...)

Figure 3: Beach sediment

shape at Site 1 (Sandstone):



(Hopefully shows that the sandstone beach has more rounded stones than the basalt beach)

Figure 2b: Beach Profile at Site 2 (Basalt)

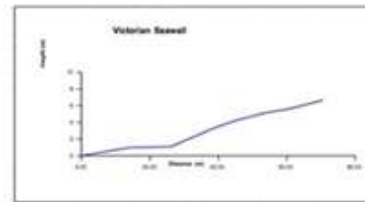
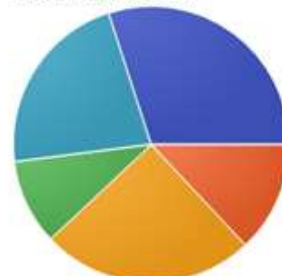


Figure 4: Beach sediment

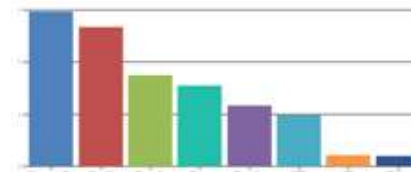
shape at Site 2 (Basalt):



Geography Assignment: Processed Information (sheet 2)	
Candidate Name:	SCN number:

Figure 5: Size of beach sediment

at Sandstone beach:



(Hopefully showing the sandstone beach had smaller sized beach sediment compared to the basalt beach which had larger beach sediment.)

Figure 6: Size of beach sediment

at Basalt beach:

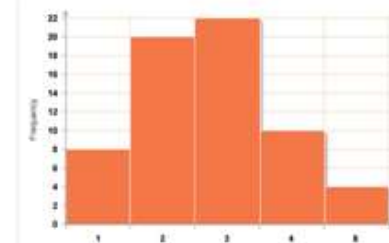


Figure 7: Longshore Drift Proportional line for each beach

Scale for arrows:

1mm length = 1m



Figure 8a: Sandstone Site



Figure 8b: Sandstone Site



Figure 9a: Basalt Site



Figure 9b: Basalt Site



(Hopefully allowing pupils to explain features such as raised beaches, wave-cut notches, biological weathering, sea caves and stacks etc...)

The write up is carried out in class (in **early February 2020**) and sent away to SQA for marking (out of 30 marks).

**Paper 1 and Paper 2 Exams = 73%**

+

**The Assignment = 27%)**



**100% of the Higher  
Course Award:**

**A1 = 85%+**

**A2 = 70% - 84%**

**B3 = 65% - 69%**

**B4 = 60% - 64%**

**C5 = 55% - 59%**

**C6 = 50% - 54%**

**D7 = 40% - 49%**

We do class tests using past paper questions at the end of every topic – and there is the Prelim exam in January.



Based on this evidence, a pupil may be advised to either:

- Drop Geography and focus on their other subjects; or
- Withdraw from the exam and focus on trying to pass the **Higher Units**.

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# Tips to improve performance in the exam

## SECTION 3 — GLOBAL ISSUES — 20 marks

Attempt TWO questions

Question 7	River basin management	page 07
Question 8	Development and health	page 08
Question 9	Global climate change	page 09
Question 10	Trade, aid and geopolitics	page 10
Question 11	Energy	page 11



2. Make sure your daughter / son knows their **named examples** from parts of the world we've studied. This is a good way to pick up extra marks!

“Referring to an area you have studied...”

(Especially important to pick up on if the question is asking about the **developed** or **developing** countries of the world)



**Urban:** Glasgow  
Lagos, Nigeria

**Rural:** Dorset  
The Sahel,  
Africa

**Population:** China  
Gambia

**Development and Health:**

Brazil  
Ghana  
Saudi Arabia

**Global Climate Change:**  
Netherlands  
Bangladesh

3. Make sure your daughter / son explains any technical terms used in their answer (e.g. processes)

# Freeze-thaw Weathering:



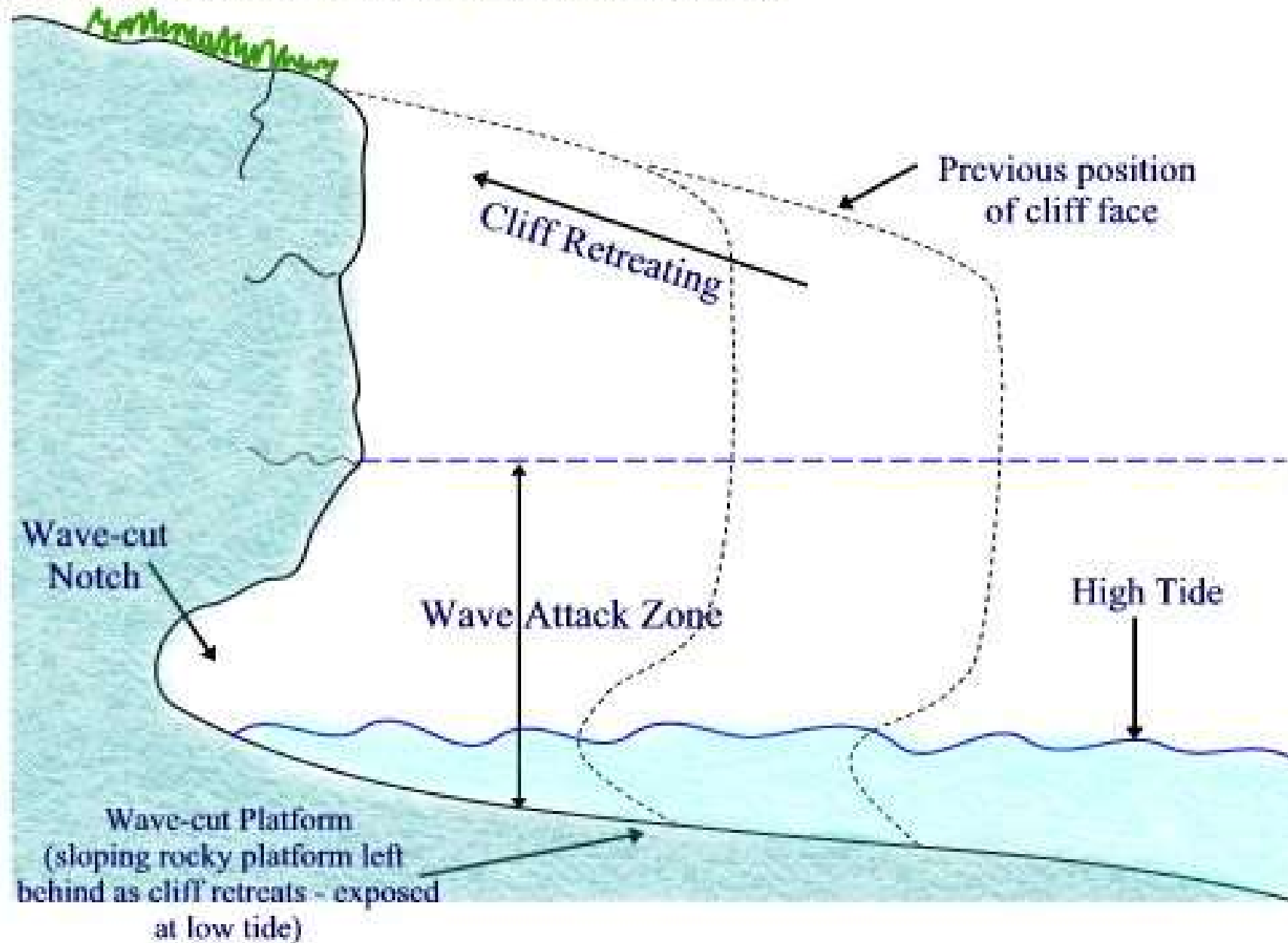
Repeat over  
many years...

Water gets into cracks, freezes and expands –  
eventually breaking the rock apart.

4. “With the aid of annotated diagrams...”



# Cliff Erosion and Wave-cut Platforms



# Tips to improve performance in the Higher Geography Exams

1. Make sure your daughter / son knows which questions to answer in Paper 2!
2. Make sure your daughter / son knows their **named examples** from parts of the world we've studied. This is a good way to pick up extra marks!
3. Make sure your daughter / son explains any technical terms used in their answer (e.g. processes)
4. "With the aid of annotated diagrams..."

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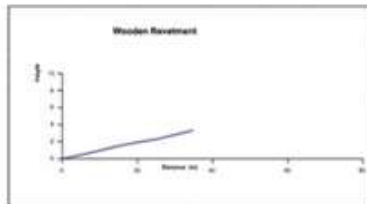
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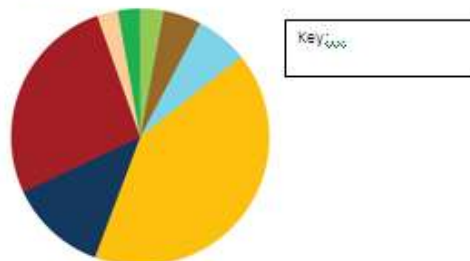
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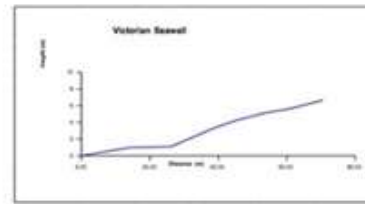
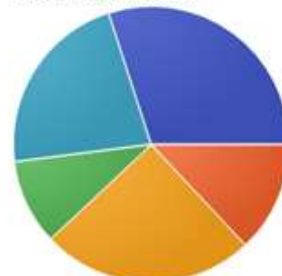


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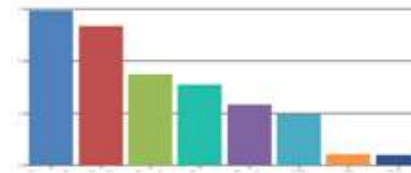
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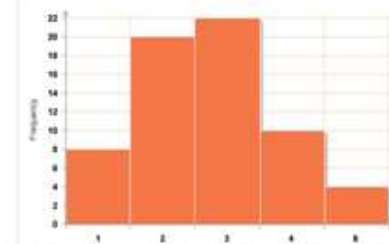


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# Tips to improve performance in the assignment

1. Make sure your daughter / son has made the most of their two sheets of Processed Information.
2. Make sure your daughter / son can describe in detail any *two **fieldwork methods*** and evaluate their effectiveness.
3. Make sure your daughter / son can **describe** what the graphs show – quoting figures.
4. Make sure your daughter / son can **explain** to you why things are different / change.
5. Make sure your daughter / son can make **links, connections, relationships** between different graphs.

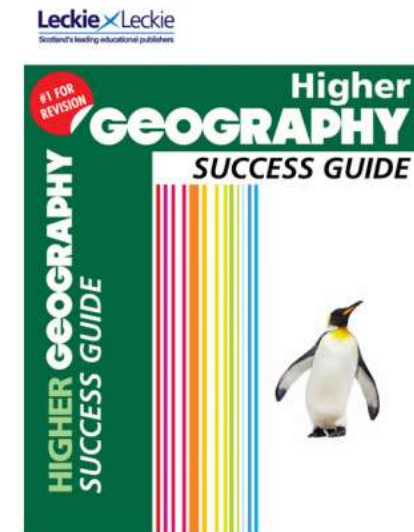
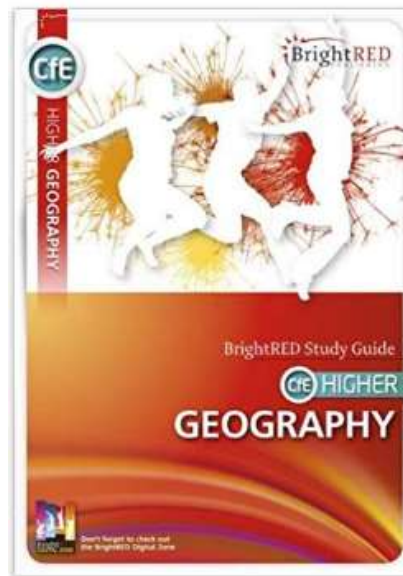
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Useful Revision Websites:

<https://www.sqa.org.uk>

Useful Revision Guides (but don't forget to use class jotter notes and the revision guides we will give them!)



**Caution:** Make sure any book is based on the 'new exam' – from 2019 onwards!