

National 4/5 Geography



National 5 = Graded A to D (based on the final exam and the assignment – 100 marks)

National 4 = Achieved by passing three unit assessments and the 'Added Value Unit' (no exam)

Workshop Aims

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

National 5 Geography Assessment Arrangements

Final Exams (Tuesday 28th April 2019)

**One Paper (2 hours and 20 minutes)
80 marks (80% of final mark)**

- **Section 1 – Physical Environments**
- **Section 2 – Human Environments**
- **Section 3 – Global Issues**

The Assignment

20 marks (20% of final mark)

This is a piece of written work interpreting the fieldwork data collected on the fieldtrip in May to Helensburgh and Luss.

The write up is carried out in class (early January 2020) and sent away to SQA for marking (out of 20 marks).

National Geography Course Outline

There are **three** areas tested in the exam;

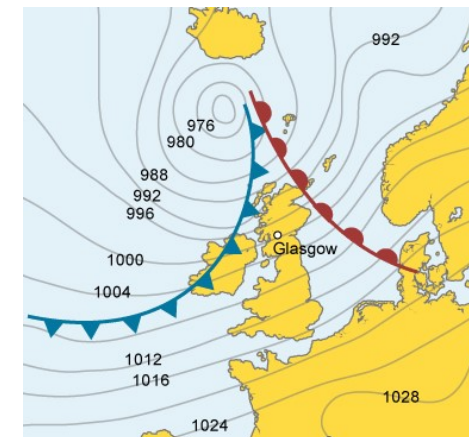
1. Physical Environments
2. Human Environments
3. Global Issues



Section 1: Physical Environments

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

- **River Landscapes**
- **Limestone Landscapes**
- **Weather**
- **OS Map Skills**



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**



Area 3: Global Issues

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

- **Natural Regions**
- **Environmental Hazards**



OS Map Skills (Sections 1 and 2)

This allows pupils to apply their map interpretation skills including;

- 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

- Graphs
- Tables
- Diagrams
- Maps

Diagram Q6A Synoptic chart for 6 am, Sunday 26 February, 2017

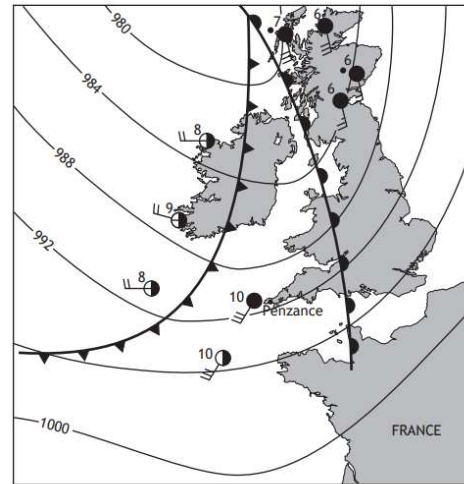


Diagram Q16A Number of tropical storms in the North Pacific Ocean 1951–2002

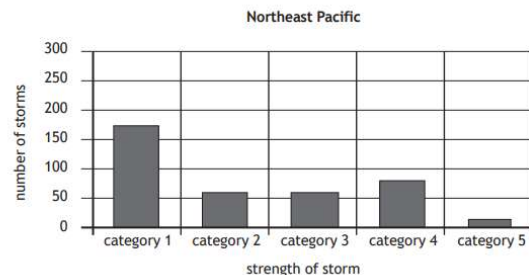
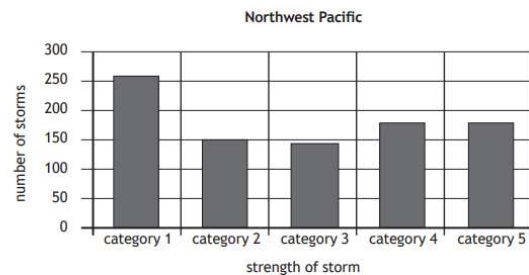
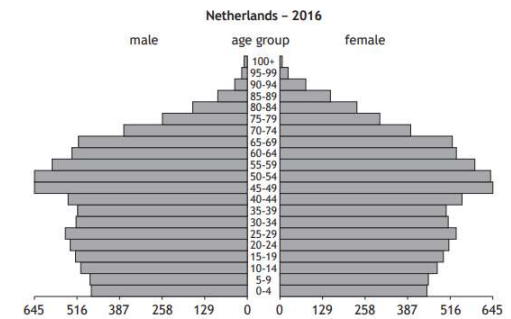
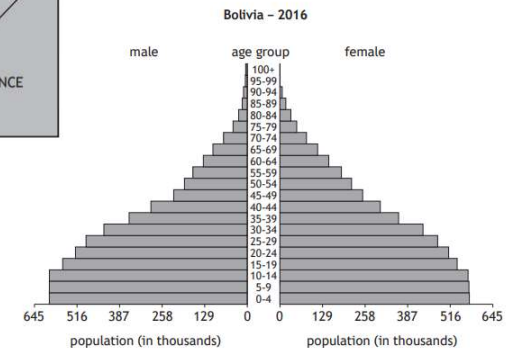


Diagram Q13 Population pyramids for Bolivia and the Netherlands



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

1. Make sure your daughter / son knows which questions to answer!

SECTION 3 — GLOBAL ISSUES — 20 marks

Attempt any TWO of the following.

Question 14 — Climate change

Question 15 — Natural regions

Question 16 — Environmental hazards

Question 17 — Trade and globalisation

Question 18 — Tourism

Question 19 — Health

Tips to improve performance in the exam

1. Make sure your daughter / son knows which questions to answer!
2. Make sure your daughter / son knows to write **developed points** for each mark available.

Example of not writing a developed point:

“Limestone is dissolved.”

Example of writing a developed point:

“Limestone is dissolved due to rainwater mixing with carbon dioxide to form a weak carbonic acid”

This is obviously easier to do if your daughter / son knows the topic well – and has revised thoroughly!

Tips to improve performance in the exam

1. Make sure your daughter / son knows which questions to answer! (see front page)
2. Make sure your daughter / son knows to write **developed points** for each mark available.
3. Make sure your daughter / son knows their **named examples** from parts of the world we've studied. This instantly makes for a developed point!

“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

Mumbai

Rural

UK

India

Population

UK

China

Natural Regions

Amazon

Borneo

Alaska

Siberia

Environmental Hazards

Hurricane Sandy

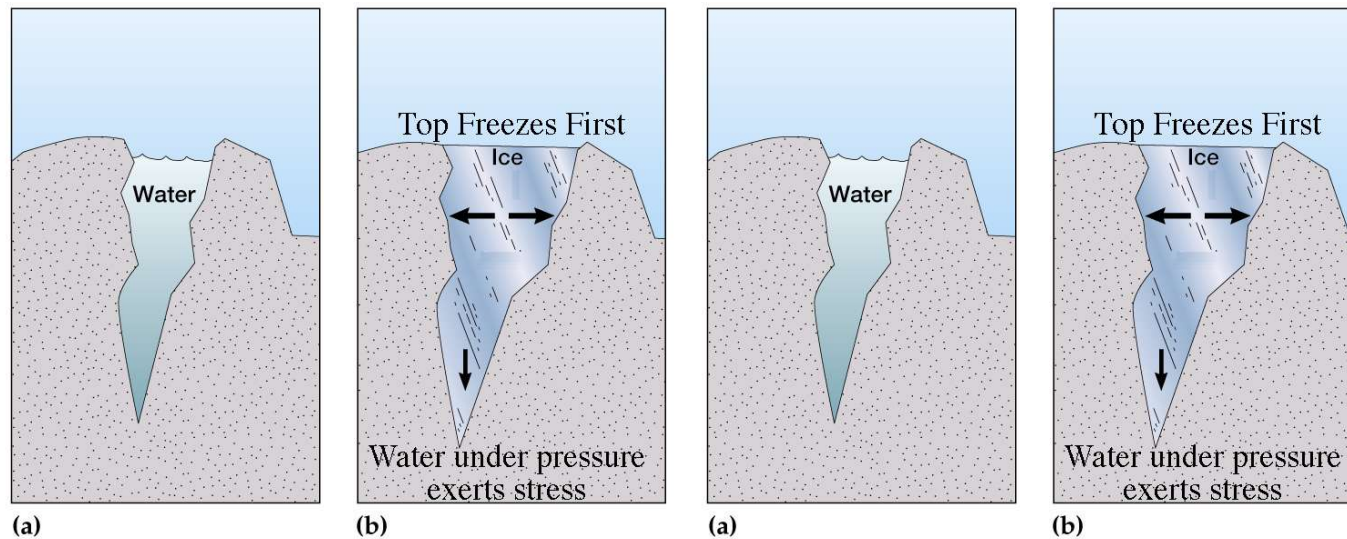
Mount St Helens

Japanese Earthquake (2011)

Tips to improve performance in the exam

1. Make sure your daughter / son knows which questions to answer!
2. Make sure your daughter / son knows to write **developed points** for each mark available.
3. Make sure your daughter / son knows their **named examples / continents!**
4. Make sure your daughter / son **explains** any technical terms used in their answer (e.g. processes)

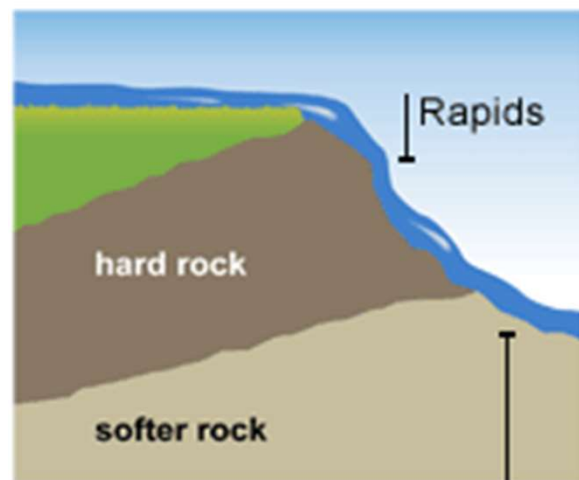
Freeze-thaw Weathering



Water gets into cracks, freezes and expands. This is repeated over many year and eventually the rock will break apart.

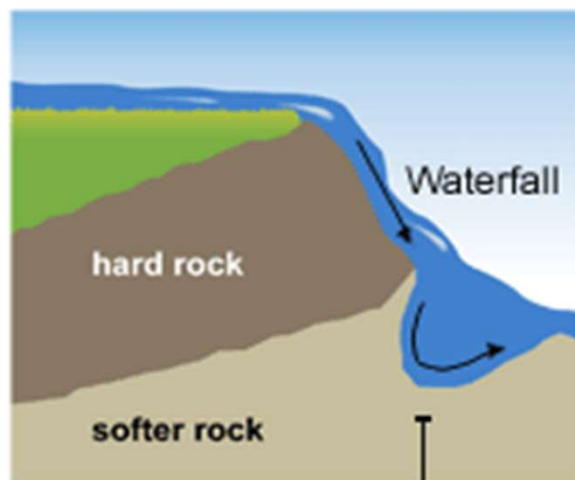
Tips to improve performance in the exam

1. Make sure your daughter / son knows which questions to answer! (see front page)
2. Make sure your daughter / son knows to write **developed points** for each mark available. (Q2b)
3. Make sure your daughter / son knows their **named examples / continents!** (Q8 and Q11a)
4. Make sure your daughter / son explains any technical terms used in their answer (e.g. processes)
5. “With the aid of annotated diagrams...”



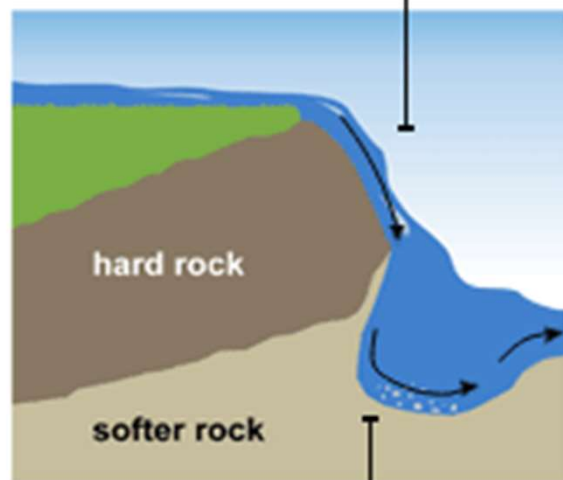
Softer rock erodes
more quickly

Plunge pool undercuts
hard rock which collapses



Plunge pool

Gorge cut as waterfall
moves back



New plunge pool

Workshop Aims:

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Tips to improve performance in the assignment

See the template used in the write-up

1. Make sure your daughter / son has made the most of their two sheets of Processed Information.

Geography Assignment: Processed Information (sheet 1)

Candidate Name:

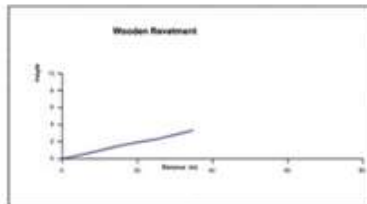
SCN number:

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 2b: Beach Profile at Site 2 (Basalt)

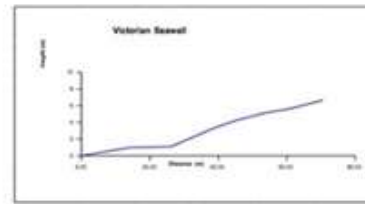
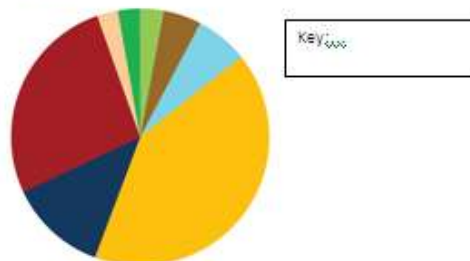


Figure 3: Beach sediment

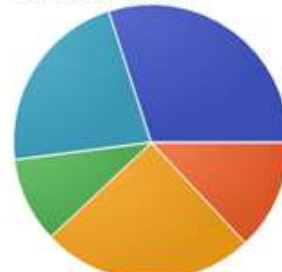
shape at Site 1 (Sandstone):



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

Figure 4: Beach sediment

shape at Site 2 (Basalt):



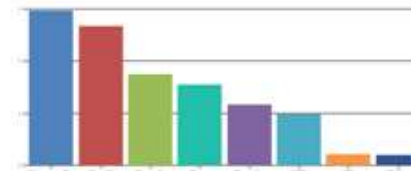
Geography Assignment: Processed Information (sheet 2)

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:

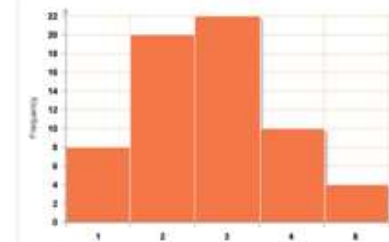


Figure 7: Longshore Drift Proportional line for each beach

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...)

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!)

