



National  
Qualifications

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# Geography Assignment Assessment task

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This is the assessment task for the assignment Component of Higher Geography Course assessment.

It must be read in conjunction with the general assessment information for this Component of Course assessment.

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Valid from session 2014/15 and until further notice

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# Introduction

This is the assessment task for the Higher Geography assignment.

This assignment is worth 30 marks out of a total of 90 marks. This is 33% of the overall marks for the Course assessment. The Course will be graded A-D.

Marks for all Course Components are added up to give a total Course assessment mark which is then used as the basis for grading decisions.

This is one of two Components of Course assessment. The other Component is a question paper.

This document gives marking instructions for assessors for the assignment Component of this Course and instructions for candidates.

It must be read in conjunction with the general assessment information for this component of Course assessment.

The assessment instructions for candidates are provided in Appendix 1 and must be detached and given to the candidate.

## Equality and inclusion

This Course assessment has been designed to ensure that there are no unnecessary barriers to assessment. Assessments have been designed to promote equal opportunities while maintaining the integrity of the qualification.

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/sqa/14977.html](http://www.sqa.org.uk/sqa/14977.html)

Guidance on inclusive approaches to delivery and assessment in this Course is provided in the *Course Support Notes*.

# Marking Instructions

In line with SQA's normal practice, the following marking instructions are addressed to the marker. They will also be helpful for those preparing learners for Course assessment.

The assessment task will be set and externally marked by SQA and conducted in centres under the conditions specified by SQA.

## Part One: General marking principles for Higher Geography assignment

*This information is provided to help you understand the general principles you must apply when marking candidate responses in this assignment. These principles must be read in conjunction with the detailed Marking Instructions which identify the key features required in candidate responses.*

- a) Marks for each candidate response must always be assigned in line with these general marking principles and the detailed Marking Instructions for this assignment.
- b) Principal Assessors will provide guidance on marking specific candidate responses which are not covered by either the principles or detailed Marking Instructions.
- c) Marking will always be positive. This means that, for each candidate response, marks are accumulated for the demonstration of relevant skills, knowledge and understanding: they are not deducted from a maximum on the basis of errors or omissions.
- d) The purpose of the Geography Processed Information is to support candidates in presenting the findings of their research and applying their skills, knowledge and understanding. It will not be marked. However, it may assist in the marking of the assignment by enabling clarification of points which the candidate has made in the presentation of their evidence, and may allow markers to gain an insight into what the candidate intended.

Candidates may structure their assignment evidence in a variety of ways.

Candidates may demonstrate their skills, knowledge and understanding in a variety of ways and at different points in their assignment evidence. Markers should credit relevant and appropriate skills, knowledge and understanding wherever they are demonstrated.

In presenting their findings, candidates should show the following skills, knowledge and understanding:

### A. Carrying out research on a geographical topic or issue

Candidates can be credited in a number of ways **up to a maximum of 6 marks**.

Candidates may demonstrate:

- ◆ detailed knowledge of the geographical methods and techniques they have used in their research  
*AND/OR*
- ◆ an evaluation of the usefulness/reliability of methods of research or sources of information

**B. Use of and reference to Processed Information**

Candidates can be credited in a number of ways **up to a maximum of 4 marks**.

**C. Drawing on knowledge and understanding of the geographical topic or issue**

Candidates can be credited in a number of ways **up to a maximum of 8 marks**.

For a knowledge and understanding mark to be awarded, points must be:

- ◆ relevant to the topic or issue they have chosen
- ◆ developed (by providing additional detail, exemplification, reasons or evidence)
- ◆ used to respond to the demands of the task

**D. Analysing information**

Candidates can be credited in a number of ways **up to a maximum of 6 marks**.

An analysis mark should be awarded where a candidate uses their knowledge and understanding/a source, to identify relevant components (eg of an idea, theory, argument, etc) and clearly show at least one of the following:

- ◆ links between different components
- ◆ links between component(s) and the whole
- ◆ links between component(s) and related concepts
- ◆ similarities and contradictions
- ◆ consistency and inconsistency
- ◆ different views/interpretations
- ◆ possible consequences/implications
- ◆ the relative importance of components
- ◆ understanding of underlying order or structure

**E. Reaching an overall conclusion, supported by a range of evidence**

Candidates can be credited in a number of ways **up to a maximum of 2 marks**.

Candidates will use their knowledge and understanding of the topic or issue and their analysis in order to make an overall judgement about the topic or issue

## **F. Communicating information**

Candidates can be credited in a number of ways **up to a maximum of 4 marks**.

### **Specified resources to be taken into assessment**

Candidates may take Processed Information collected during the research phase into the production of evidence stage.

This evidence should consist of no more than two single-sided sheets of A4. Candidates should be encouraged to process, annotate or highlight information on their resources before the production of evidence stage.

This Processed Information must be submitted to SQA along with the evidence produced during the final production of evidence stage.

The nature of the resources taken into the production of evidence stage may include, for example: evidence or data from primary or secondary research; bullet points and headings; mind maps; statistical, graphical or numerical data; data collected from fieldwork; summary notes/quotes from sources; information extracted from maps; survey results; interview questions and/or answers; questionnaire and/or results; details of internet search engine results; newspaper article or extracts; summary notes taken from a visit or talk; or summary notes taken from a written or audio-visual source.

The information may be processed by, for example: the annotation of photographs; the production of sketches, diagrams, cross-sections, transects, etc; the production of graphs, charts, statistical tables, etc from data; the selection of information from interviews or articles.

While no marks are awarded for the Processed Information taken into the assessment, candidates must make reference to the results of their research contained in these resources in order to support their findings. Otherwise they will not be able to achieve all the marks available.

Candidates are required to demonstrate their skills, knowledge and understanding of a geographical topic or issue under controlled assessment conditions. Assessors must be able to make reliable judgements of a candidate's work. To that end, it is important that the Processed Information taken in does not limit the assessor's ability to award marks to candidates for their skills and knowledge and understanding as demonstrated under controlled assessment conditions. Candidates should refer to the information in the Processed Information but should not copy or paraphrase large sections from this. The following examples aim to provide advice to centres on the extent of the research evidence candidates can use during the production of evidence stage:

Processed Information gathered from fieldwork or other forms of research may be taken into the assessment in a variety of forms:

- ◆ Statistical, numerical and graphical information which is used should be referenced with evidence selected to support a candidate's explanation, analysis or evaluation of a topic or issue. A candidate who merely repeats information from the source is not demonstrating their skills or knowledge and understanding and will not be credited. It would be appropriate, prior to the production of evidence stage, to have highlighted key figures or trends on the source. Processed Information which shows pre-prepared, in depth analysis of statistical, numerical and graphical evidence may not demonstrate the authenticity of the candidate's own work and assessors may be unable to award the full range of marks for the use of this evidence in such cases.
- ◆ A list of selected research methods and sources of information used during the research stage of the assignment and to which candidates refer during the controlled assessment would be appropriate.
- ◆ Selected extracts or quotations relevant to different views on an issue and which candidates refer to in their report would be appropriate and can be included in the Processed Information. It is good practice for these to be referenced, eg source, author, date.
- ◆ Candidates may include brief prompts to assist them in the production of their evidence. Detailed or extensive notes of the topic or issue which candidates quote from or paraphrase during the production of evidence stage may be difficult to credit fully as being authentically the candidate's own work.
- ◆ Candidates may include articles or extracts from articles; summary notes from fieldwork, or from a written, visual or audio source, a visit or talk in their Processed Information. Any use of this evidence should be referenced and must be in support of the candidate's explanation, analysis or evaluation. Excessive use of this information, without attribution or which is not in support of the candidate's explanation, analysis or evaluation will receive limited credit from assessors.

## Part Two: Detailed Marking Instructions

These detailed Marking Instructions provide guidance on the application of the general marking principles. These have also been presented in grid form to assist markers in developing an overview of how the marking principles should be applied.

		General marking principles	Max mark	Supported commentary
1	A	Carrying out research on a geographical topic or issue	6	<p><i>Candidates can be credited in a number of ways up to a maximum of 6 marks.</i></p> <p>Candidates may demonstrate as appropriate to their topic/issue:</p> <ul style="list-style-type: none"> <li>◆ detailed knowledge of the geographical methods and techniques they have used in their research</li> <li><i>AND/OR</i></li> <li>◆ an evaluation of the usefulness/reliability of methods of research or sources of information</li> </ul> <p>Depending on the nature of the assignment, candidates may have undertaken different approaches to their research. Marks should be awarded as appropriate to the research methods undertaken, eg a detailed description of fieldwork techniques may be appropriate and could be awarded marks while description of 'desk' research would not be likely to gain many marks. When a geographical issue is being researched, an evaluation of the usefulness/reliability of different sources of information and views may be rewarded highly.</p> <p>The overview of marking grid provides further clarification on the allocation of marks.</p>

	B	Use of and reference to Processed Information	4	<p><i>Candidates can be credited in a number of ways up to a maximum of 4 marks.</i></p> <p>Candidates should:</p> <ul style="list-style-type: none"> <li>◆ make reference to their Processed Information in order to support their analysis</li> <li>◆ synthesise their Processed Information with their knowledge and understanding in order to support their analysis</li> </ul> <p>Award up to 4 marks for use of and reference to Processed Information. Reference may be made to Processed Information throughout the report and should be credited wherever it appears.</p> <p>The overview of marking grid provides further clarification on the allocation of marks.</p>
	C	Drawing on knowledge and understanding of the geographical topic or issue	8	<p><i>Candidates can be credited in a number of ways up to a maximum of 8 marks.</i></p> <p>Candidates may demonstrate knowledge and understanding in a variety of ways as appropriate to their topic/issue, for example:</p> <ul style="list-style-type: none"> <li>◆ explaining an appropriate geographical topic or issue</li> <li>◆ explaining background/context of topic/issue</li> <li>◆ explaining the significance/importance of topic/issue</li> </ul> <p>Candidates may draw on their knowledge and understanding of the topic or issue in a single section of their report; however they may demonstrate knowledge and understanding in support of their analysis throughout their report or both in an introductory section and as part of their analysis. <b>Markers should credit relevant knowledge and understanding wherever it appears in the report.</b></p> <p>The overview of marking grid provides further clarification on the allocation of marks.</p>

	D	Analysing information	6	<p><i>Candidates can be credited in a number of ways up to a maximum of 6 marks.</i></p> <ul style="list-style-type: none"> <li>◆ level of detail</li> <li>◆ quality of analysis</li> <li>◆ identifying different factors</li> <li>◆ use of Processed Information</li> </ul> <p>Analysis involves identifying parts, the relationship between them, and their relationships with the whole. It can also involve drawing out and relating implications.</p> <p>An analysis mark should be awarded where a candidate uses their knowledge and understanding/a source, to identify relevant components (eg of an interaction, process, theoretical model, issue, etc) and clearly show at least one of the following:</p> <ul style="list-style-type: none"> <li>◆ links between different components</li> <li>◆ links between component(s) and the whole</li> <li>◆ links between component(s) and related concepts</li> <li>◆ similarities and contradictions</li> <li>◆ consistency and inconsistency</li> <li>◆ different views/interpretations</li> <li>◆ possible consequences/implications</li> <li>◆ the relative importance of components</li> <li>◆ understanding of underlying order or structure</li> </ul> <p>Analysis will involve consideration of one or more of various aspects/factors, eg physical, human, local, global, economic, environmental impact. For full marks at least two aspects/factors need to be addressed</p> <p>The overview of marking grid provides further clarification on the allocation of marks.</p>
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E	Reaching an overall conclusion, supported by a range of evidence	2	<p><i>Candidates can be credited in a number of ways up to a maximum of 2 marks.</i></p> <p>Candidates could:</p> <ul style="list-style-type: none"> <li>◆ make an overall judgement about the issue or topic</li> <li>◆ make a decision about the issue</li> </ul> <p>Candidates should make a single overall developed conclusion in addition to any sub-conclusions reached as part of their analysis. In the case of some research topics this overall conclusion may be a summary of their key findings. Candidates may give an overall conclusion at the end of their report or at the beginning. Markers should credit any valid conclusions wherever they appear in the report. Markers should not double-credit repetition of points previously made.</p> <p>The overview of marking grid provides further clarification on the allocation of marks.</p>
F	Communicating information	4	<p><i>Candidates can be credited in a number of ways up to a maximum of 4 marks.</i></p> <p>Candidates could demonstrate aspects of the following as appropriate to their report:</p> <ul style="list-style-type: none"> <li>◆ structure including the use of headings and sections where appropriate to organise the main sections of the report</li> <li>◆ the use of geographical terminology appropriate to their topic/issue</li> <li>◆ use of diagrams used to support explanation or analysis</li> <li>◆ a sustained, coherent and logical narrative or discussion leading to a conclusion(s)</li> </ul> <p>The overview of marking grid provides further clarification on the allocation of marks.</p>

### Overview of Marking Instructions: Higher Geography assignment

	Mark	1 mark	2 marks	3-4 marks	5-8 marks
Carrying out research on a geographical topic or issue	6	Knowledge of the research methods/techniques used		Up to 4 further marks for: additional detailed knowledge of complex geographical methods/techniques used <b>AND/OR</b> Evaluation of the research methods/sources used.	
Use of and reference to Processed Information (PI)	4	One isolated reference to PI	Two isolated references to PI <b>OR</b> one detailed reference to PI	Detailed use of PI is linked to knowledge and understanding to support analysis	A range of PI is linked to knowledge and understanding to support analysis
Drawing on knowledge and understanding of the geographical topic or issue	8	Up to a maximum of 8 marks for knowledge and understanding of the topic or issue. Award 1 mark for each detailed point of knowledge and understanding. These marks should be awarded wherever in the assignment the candidate demonstrates knowledge and understanding.			
Analysing information	6	Up to a maximum of 6 marks, 1 mark will be awarded for each comment which analyses separate factors relating to the topic or issue. <b>A maximum of 4 marks</b> will be awarded for analysis of any one factor. For full marks at least two factors need to be addressed			
Reaching an overall conclusion, supported by a range of evidence	2	Summary of key findings <b>OR</b> Overall judgement	Detailed summary of key findings <b>OR</b> Detailed overall judgement		

Communicating information	4	Basic structure	Clear structure with some use of diagrams/terminology as appropriate	Effective organisation of findings and good use of diagrams/terminology as appropriate	Structure develops a logical, coherent and sustained report of findings making good use of diagrams/terminology as appropriate
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# Appendix 1: Instructions for candidates

This assessment applies to the assignment for Higher Geography.

## Geography assignment

The purpose of this assignment is to demonstrate your ability to apply your skills and knowledge and understanding to research and reach a conclusion about a geographical topic or issue of your choice. This may be related to areas you have studied in class if you wish, but you are free to research any appropriate topic or issue.

This assignment is worth 30 marks. The marks contribute a third of the overall marks for the Course assessment. The Course will be graded A-D.

In order to complete this assignment you will:

- ◆ identify a geographical topic or issue
- ◆ carry out research, which should include fieldwork where appropriate
- ◆ consider the suitability of the methods and reliability of the sources used
- ◆ process and use a range of information gathered
- ◆ draw on detailed knowledge and understanding of the topic or issue
- ◆ analyse information from a range of sources
- ◆ reach a conclusion supported by a range of evidence on a geographical topic or issue
- ◆ communicate information

When doing your research and writing your report, you can demonstrate these skills in any way that you think makes sense for the issue you have chosen. You do not have to demonstrate them in any set order.

You will produce the evidence for your assignment in the form of a report based on your research and the analysis that has led to your conclusion. You will produce this report within one hour and 30 minutes under controlled conditions.

You will have the Processed Information, collected during your research, to help you produce your evidence. You should refer to this Processed Information in your report. This Processed Information should be no more than two single-sides of A4 paper. This will be submitted together with your evidence to SQA.

Your assessor will let you know how the assessment will be carried out and any required conditions for doing it.

The following information will help you understand the requirements of the Higher Geography assignment.

### Identify a geographical topic or issue

The geographical topic or issue you choose should allow you to:

- ◆ carry out research on a geographical topic or issue
- ◆ show your knowledge and understanding of the topic or issue
- ◆ use your skills to analyse the topic or issue
- ◆ reach a conclusion about the topic or issue

You will have an open choice of geographical topic or issue to research. This can include researching further something you have studied in class, or a topic or issue you are personally interested in finding out more about. It may be a physical or human topic; or a local, national or global issue.

It is important that the topic or issue you choose is one which allows you to carry out research in a range of different ways. If possible, this should include fieldwork. Not every topic or issue lends itself to this type of research but many geographical studies will provide opportunities to do fieldwork.

In order to help you with the different stages of your assignment it is important to have a clear idea of the background to the topic or issue you are going to research. It is important that you have a clear idea before you start in order to focus your research.

It may be helpful to think about:

- ◆ a clear description of the topic or issue
- ◆ an idea of the different views on the issue
- ◆ why this is an important geographical topic or issue
- ◆ questions/aims which will help you to focus your research

Your teacher/lecturer may support you by commenting on the suitability of the issue you have chosen and providing advice on the likely availability of resources.

### Carry out research, which should include fieldwork where appropriate

#### Consider the suitability of the methods and reliability of the sources used

Once you are clear about the overall topic or issue you are going to research, and have thought about the background of it to provide a focus for your research, you can begin to collect information.

Depending on the topic or issue you have chosen, some methods of collecting information will be more suitable than others so you should plan which methods will be most suitable for your particular topic.

Your research methods may involve carrying out:

- ◆ primary research where the evidence you collect is original to you *and/or*
- ◆ secondary research where the information you use has been produced by someone else

Specific examples of primary research you could use in carrying out this assignment might include:

Physical geography fieldwork techniques such as:

- ◆ river fieldwork techniques (eg measuring river depth, width, bedload shape, size, velocity)
- ◆ coastal fieldwork techniques (eg measuring beach profile, wave surveys, pebble analysis)
- ◆ glacial fieldwork techniques (eg till fabric analysis, slope profiles)
- ◆ soil fieldwork techniques (eg measuring soil texture, colour, depth, moisture content, organic content)

Human/environmental geography techniques such as:

- ◆ interviews
- ◆ questionnaires
- ◆ traffic/pedestrian counts
- ◆ land-use surveys
- ◆ environmental quality surveys
- ◆ litter and other pollution surveys

For both types of research, other relevant fieldwork techniques could include:

- ◆ taking photographs
- ◆ drawing field-sketches

Specific examples of secondary research you could use in carrying out this assignment might include gathering information from:

- ◆ maps
- ◆ official reports
- ◆ letters/e-mails
- ◆ internet sites
- ◆ newspaper/magazine articles (in print or online)
- ◆ television/DVD/digital streaming programmes
- ◆ radio programmes/podcasts
- ◆ textbooks

For secondary research methods in particular, it is important that you keep a note of the source of information (eg the internet address and date that it was accessed, the title, author and page number from a particular textbook).

In the report stage for this part of the assignment you should be able to:

- ◆ describe the research methods used  
*and/or*
- ◆ evaluate the usefulness and/or reliability of any techniques or sources used

When evaluating the usefulness and/or reliability of the methods used, you should think about any aspect of your fieldwork techniques that could have strengthened or weakened your results. For example, it might be relevant to comment on:

- ◆ sampling strategy used
- ◆ sample size collected
- ◆ time of day that you carried out your fieldwork
- ◆ weather on the day(s) of your fieldwork
- ◆ drawbacks of the fieldwork instruments used and alternative fieldwork instruments that could have been used ideally
- ◆ advantages or disadvantages of the fieldwork techniques themselves

When evaluating the usefulness and/or reliability of sources used, you should think about where your information came from, and whether or not this makes the information reliable and trustworthy. For example, for secondary sources it might be relevant to comment on:

- ◆ qualifications and/or experience of the authors
- ◆ any bias the authors/publishers may have
- ◆ date of publication/information
- ◆ balance of arguments
- ◆ amount of evidence referred to in backing up points of view
- ◆ are any significant aspects omitted
- ◆ benefits of using secondary rather than primary sources of information for your particular topic or issue
- ◆ (If on the other hand you've used primary sources of information it might also be relevant to comment on the advantages of using primary rather than secondary sources of information for your particular topic.)

### **Process and use a range of information gathered**

Once you have gathered your information you will process it before using it and referring to it in your final report.

You will process the data and information you have gathered in order to show clearly the key information contained within it, so you should think carefully about your processing techniques.

Possible techniques you may use are:

- ◆ annotated field sketches
- ◆ annotated photographs

- ◆ thematic maps, eg showing urban or rural land use, choropleth, isoline, proportional symbol, topological
- ◆ graphs, eg simple line, multiple line, complex bar, divided bar, histogram, scatter graph, pie chart, pictograph, climate graph, hydrograph, population graph, river flow data, rose diagram
- ◆ calculations, eg mean, range, speed
- ◆ diagrams, eg cross-section, transect, population pyramid, soil profile, flow diagram
- ◆ tables, eg data from soil, employment, land use
- ◆ extracts from interviews, letters, e-mails, official reports, newspapers, books, magazines, websites
- ◆ questionnaire results
- ◆ written notes from television programmes, DVD, digital streaming, radio, podcasts

You will have two single-sided A4 sheets of Processed Information you have collected and processed during your assignment with you when you produce your report under controlled conditions. You should use and refer to this Processed Information in your report but you should not copy large chunks. It is what you do with the evidence that is important. If you do not make use of your Processed Information you will not be able to achieve full marks.

The Processed Information you take into the assessment will be submitted to SQA along with your report.

### **Draw on detailed knowledge and understanding of the topic or issue studied**

As you carry out your assignment and research you will be learning a lot about your topic or issue. In the assignment report you will be expected to show a detailed knowledge and understanding of your topic or issue. You can show your knowledge and understanding in a number of ways depending on your topic or issue, for example by:

- ◆ explaining the background to the geographical topic or issue
- ◆ explaining why it is an important or significant topic or issue
- ◆ showing knowledge of geographical models of the topic
- ◆ showing understanding of the processes relevant to the topic
- ◆ showing an awareness of different viewpoints on the issue
- ◆ explaining the causes or consequences of the issue
- ◆ using geographical language and terminology appropriate to the topic or issue

You may show your knowledge and understanding of the topic or issue in both an introduction to your report and in support of your analysis throughout your report.

### **Analyse information from a range of sources**

You should have collected a wide range of evidence and data on your topic or issue. You may analyse this information by:

- ◆ identifying significant features of the topic or issue  
*eg If development X goes ahead, the impacts on the local area will include...*
- ◆ establishing links between evidence – for example by using your processed information along with your own knowledge of the topic or issue  
*eg Comparing the main characteristics of the soil along slope X and discussing their impact on soil formation.*
- ◆ Comparing evidence with geographical concepts  
*eg How does River X compare to the river model? How does Town Y compare to the concentric ring model?*
- ◆ establishing contradictions/inconsistencies  
*eg While the economic reasons for the policy include ..., the negative environmental impacts mean that ...; While certain aspects of the river match the model, others such as ... do not.*
- ◆ establishing comparisons and contrasts  
*eg How and why does standard of living vary between area X and area Y; How do physical and human factors in area X affect the hydrograph in River Y?*
- ◆ exploring different views/interpretations of components  
*eg Source X supported the development whereas Source Y opposed it.*
- ◆ identifying possible consequences  
*eg If development X is given the go-ahead, the economic, social and environmental consequences may include....*
- ◆ combine information from different sources to make a stronger argument  
*eg Both the questionnaire results and the traffic count showed that....*

It is likely that while analysing your topic or issue you will be making a series of smaller conclusions which will put you in a good position to come to an overall conclusion.

In order to achieve the maximum 6 marks for analysis, you will need to address at least two different factors. If you only analyse one factor, you will only be able to achieve a maximum of 4 marks for analysis.

**Reach a conclusion supported by a range of evidence on a geographical topic or issue**

Once you have analysed the evidence and information you have collected you will be in a position to reach an overall conclusion.

Your overall conclusion should be either:

- ◆ a detailed summary of key findings on the issue or topic  
*or*
- ◆ a detailed overall judgement about the issue or topic

Your conclusion may be in the form of:

- ◆ a decision about a policy or development
- ◆ a judgement about the causes of an issue

- ◆ a judgement about whether your findings are consistent with a geographical model
- ◆ the most significant or most likely consequences of an issue
- ◆ the most important or significant factors relating to a topic or issue

It is essential that you show how the conclusion you reach is based on the evidence from your research.

### **Communicate information**

Your report should communicate information clearly to the reader. It should show clearly the evidence you have used to reach your conclusion.

Your report should include:

- ◆ a coherent and logical report of the findings from your research (as recorded in your Processed Information)
- ◆ use of geographical diagrams, as relevant to your issue or topic
- ◆ use of geographical terminology, as relevant to your issue or topic

In Geography, the use of diagrams is important and you may also wish to include them in your Processed Information. Your report could also include:

- ◆ a title
- ◆ section headings breaking up the information, evidence and arguments you are using into a clear and logical structure

## Additional advice and guidance

### Processed Information

You will take two single-sided sheets of A4 containing evidence you have collected and processed during your assignment with you into your assessment. You should use and refer to this evidence in your assessment but you should not copy large chunks. The Processed Information itself will not be marked. It is what you do with the evidence that is important.

The Processed Information you take into the assessment will be submitted to SQA along with your report.

The different types of Processed Information you may take in to the assessment could include, for example:

- ◆ evidence you have collected from fieldwork you have carried out, eg annotated photographs or field sketches
- ◆ written, statistical, notes from an interview, extracts from a newspaper article
- ◆ tables of figures, graphs, charts, diagrams are useful forms of information as you can refer to them to support your conclusion and they are often difficult to remember – you may annotate these, eg by highlighting significant or important information
- ◆ you should include details of sources for secondary information
- ◆ your Processed Information should be clearly titled

### Working with others

While you should choose your own topic or issue to research, others in your class may have chosen a similar theme. It might be helpful to work part of the time with others when you are collecting information.

If this is the case it is important that the Processed Information that you take into the assessment is your own work.

<b>Total marks available</b>	<b>30</b>
<b>Carrying out research on a geographical topic or issue</b>	<b>6</b>
<b>Use of and reference to Processed Information</b>	<b>4</b>
<b>Drawing on knowledge and understanding of the geographical topic or issue</b>	<b>8</b>
<b>Analysing information</b>	<b>6</b>
<b>Reaching an overall conclusion, supported by a range of evidence</b>	<b>2</b>
<b>Communicating information</b>	<b>4</b>

<b>Geography assignment: Processed Information</b>	
Candidate name	SQA number

# Administrative information

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## History of changes

Version	Description of change	Authorised by	Date

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