

Scottish Certificate of Education

**Standard Grade Revised Arrangements in
Geography**

Foundation, General and Credit Levels in and
after 1999

STANDARD GRADE ARRANGEMENTS IN GEOGRAPHY

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Introduction

Presenting authorities and centres were provided with details of the arrangements for examinations in Standard Grade Geography in March 1988, and the first examination was held in 1990. Since then various amendments have been made to the original arrangements in response to concerns about the overall demands of the course.

This present document sets out the arrangements developed in the light of a two-stage consultation exercise conducted between November 1995 and February 1997 which sought the views of presenting centres on a range of alternative assessment models for the social subjects.

Examinations in Geography at Foundation, General and Credit Levels based on these Arrangements will be offered in and after 1999.

Section 1

Rationale

1 Rationale

1 1 Background

- 1 1 1 An examination based on an Alternative syllabus in Geography on the Ordinary Grade was introduced in 1974; in 1982 this became the sole Ordinary Grade Geography examination.

The syllabus for the Alternative examination represented a major updating of the philosophy, content and methodology of geographical education in Scotland and encouraged changes to take place in the ways in which pupils had hitherto been assessed. A major shift took place from a syllabus dominated by content to one in which the development of study skills and the understanding of concepts and ideas emerged more strongly. The aim of the Alternative Ordinary Grade syllabus was “to promote general education through the study of Geography and in particular it is concerned with elements of the subject relevant to everyday life”. The arrangements for Standard Grade Geography endorse that aim and increase the emphasis on the development and application of learning skills. This has important implications for the ways in which the subject is taught and for the ways in which pupils are assessed. It is important for the close links between the aims of the course, methods of teaching, selection and use of teaching materials, learning contexts, and the nature and purposes of assessment to be clearly recognised.

In the development of courses based on the Alternative syllabus, teachers displayed ingenuity and considerable craftsmanship in producing and using a great variety and quantity of contemporary, multi-media learning materials. Much experience was gained in course design and preparation of learning resources and in this considerable help was provided through the involvement of informal self-help groups, local authority groups, national curriculum development bodies, colleges of education and the Scottish Association of Geography Teachers.

- 1 1 2 Major contributions to curriculum development and to subject teaching have been made by a number of influential reports. The Munn Report (“The Structure of the Curriculum in the Third and Fourth Years of the Scottish Secondary School”), the Dunning Report (“Assessment for All”), the Bullock Report (“A Language for Life”), the Pack Report (“Truancy and Indiscipline in Schools in Scotland”) and the HMI Report “The Education of Pupils with Learning Difficulties” have had profound effects. Within Geography, research and development carried out by institutions and bodies such as colleges of education, the Scottish Central Committee on Social Subjects, the Scottish Curriculum Development Service and the Scottish Council for Research in Education have encouraged new approaches to course design and management and to assessment. Other developments, in particular the application of new technology, and a growing awareness of the multi-cultural dimension of society, are having an important impact on the teaching of Geography.

1 2 The Place of Geography in the Curriculum

- 1 2 1 The Munn Report considered that all pupils during their period of compulsory schooling should engage in eight essential modes of learning. One of these is social studies which “employs analytical techniques which are distinct from the empirical approach of science and from the various procedures characteristic of linguistic, literary and mathematical studies”. The Report stressed the need for pupils to be made fully aware of the forces which shape the society in which they live “and that they should come to understand the operation of our own social and economic institutions, and the pattern of life in other human communities as well”.

1 2 1 *(continued)*

More recently, “An Education for Life and Work”, the final report of the Education for the Industrial Society Project argued the case for the inclusion of social subjects in the curriculum of every pupil. “They provide a valuable function of criticism, bringing to bear on the disciplines of science, technology and economics points of view relating to political, social and environmental considerations”.

1 2 2 Geography is concerned with investigating the world, its physical systems and human activities within a spatial framework. Important areas of study include the distribution of people on the planet, the contrasts in human activity and quality of life between societies, the process and implications of change through time in response to many factors, the interplay among the various physical and human elements within the environment and the interdependence of people, countries and blocs.

Geography, along with other subjects, provides a context for the development of a wide range of learning and social skills. The interpretation and compilation of maps and diagrams and the use of statistical data are integral to the subject. Geography teachers have long recognised the stimulus to learning provided by practical activities, including fieldwork investigations and out-of-classroom activities. In addition, such activities provide opportunities for the fostering of social skills through working with others in less formal situations.

1 2 3 The acquisition of a body of factual knowledge is an important part of learning. However, in geographical studies the emphasis is on the analysis of data derived from a wide range of sources relating to physical and human environments. In identifying patterns, detecting relationships, deriving generalisations and formulating informed opinions and communicating these in oral, written and graphic form, the knowledge gained in the process is put to effective use.

The factual knowledge acquired will include appropriate terminology, about the local area, the British Isles and the rest of the world, about locations, and about demographic and environmental issues. Furthermore, this knowledge and the stimulation of interest in the world, coupled with confidence in handling a wide range of resource materials, make a valuable contribution to the understanding of local, national and international affairs. Geography thus contributes to the general education of pupils by providing a basis for an understanding of the complex society in which we live. Geography also offers opportunities to foster attitudes of social and environmental concern.

Section 2

The Aims of the Syllabus

2 The Aims of the Syllabus

2 1 The aims of the syllabus and courses based on it develop from the general aims of the curriculum of the secondary school. The Munn Report identified four sets of such aims, namely, the development of a knowledge and understanding of oneself and of the social and physical environment, the development of cognitive, interpersonal and psychomotor skills, the affective development of pupils and the nurturing of the pupils' social competence.

In addition, the aims of the syllabus encapsulate the philosophy of the Standard Grade Development Programme. In teaching, the emphasis is on the fostering of learning skills, and certification is based on assessment in defined aspects of the subject, ie assessable elements. Performance is measured against standards of attainment defined by Grade Related Criteria.

More specifically, the aims of the syllabus relate to the nature of Geography, its subject matter and methodologies.

2 2 In 1976, Curriculum Paper 15 ("The Social Subjects in Secondary Schools") documented clearly the aims of Geography in both the cognitive and affective domains. These aims remain very relevant for the teaching of Geography. They are as follows:

- a) to study the spatial distributions of phenomena on the earth's surface and the relationships among such distributions;
- b) to develop an appreciation of the linkage and interactions of physical systems on the surface of the earth;
- c) to study the interaction of man and his environment, both physical and man-made;
- d) to develop a structured means of enquiry into the environments and communities of the world;
- e) to develop awareness of, and response to, change in the physical and cultural environment;
- f) to develop a continuing interest in the environments and communities of the world;
- g) to develop a critical awareness of different ways of life and different customs;
- h) to develop a concern for the conserving and developing of the earth's surface for the welfare and happiness of its inhabitants.

2 3 In pursuing these aims, the Standard Grade syllabus attempts specifically:

- to provide learning experiences in geography which will stimulate pupil learning and lead pupils to an understanding of concepts, key ideas and relevant terminology
- to give pupils opportunities to examine and evaluate geographical information and data from a variety of sources appropriate to the syllabus detailed in Section 3
- to provide opportunities for pupils to acquire and develop a range of skills and techniques related to the collection, collation and communication of geographical information
- to help all pupils to develop initiative and personal responsibility through engaging in individual and group work on tasks appropriate to the study of geography.

2 4 From these skills have been derived the assessable elements for certification, namely;

Knowledge and Understanding

Understanding of key ideas and related terminology and demonstration of this through knowledge of exemplars.

Enquiry Skills

Drawing valid conclusions from a study of geographical data; generalising and expressing a reasoned point of view based on evidence; identifying techniques for gathering and processing information.

Section 3

The Syllabus

3 The Syllabus

3 1 Syllabus Design

3 1 1 The following considerations have been taken into account in designing the syllabus:

- courses based on the syllabus must be capable of completion within a time allocation equivalent to four 40-minute periods per week over two school years
- content is to be seen not so much as information to be recalled for assessment purposes but principally as the vehicle through which pupils acquire the skills and understanding which will be assessed for certification, as well as other skills and attitudes which are important to pupils' personal development
- the syllabus should allow the production of coherent courses relevant to contemporary society to meet the needs of pupils of all abilities and to avoid premature and rigid categorisation
- assessable elements had to be identified and Grade Related Criteria stated.

3 1 2 Standard Grade Geography courses based on the syllabus detailed below should reflect the aims set out in Section 2.

The syllabus incorporates the skills of Knowledge and Understanding and Enquiry Skills explored through the geographical study of a set of Concepts, Study Themes and Key Ideas.

3 1 3 The syllabus is set out in terms of Concepts, Study Themes, Key Ideas and Areal Contexts.

The Concepts which are identified are inherent in geographical studies; they are important in the understanding of the environment and contemporary issues at scales from local to global.

The Study Themes represent more specifically the broad concern of geography to be studied at Standard Grade.

The Key Ideas within the Study Themes provide the framework on which courses should be designed and external assessment based.

The Areal Contexts define the geographical scales which will operate for external assessment purposes.

3 2 Concepts

In the syllabus, Concepts are identified and these should be explored through study of the Key Ideas. While each is important in its own right, it is their interaction which exemplifies the spirit and purpose of Geography. These Concepts will not be explicitly assessed for certification purposes.

3 2 (continued)

The Concepts are:

- Location of places, features, resources and environments
- spatial pattern within physical environments and within socio-economic activities;
- change within physical and human systems
- diversity of environments, people, cultures and socio-economic activities
- interdependence of physical systems, societies, cultures, economies, habitats
- cooperation in tackling problems at local, national and international levels
- conflict within ecosystems and in the realm of decision making and use of resources.

3 3 Study Themes

The Study Themes are as follows:

The Physical Environment

This is a major component of geography in which there has been increasing specialisation as the volume of data has grown and understanding of interrelationships has increased. The syllabus reflects the important status of this Study Theme, while emphasising conservation issues and man – environment interactions.

The Human Environment

This has traditionally been studied in tandem with the physical environment. Specialisms within human geography have proliferated over time, but many can be seen as sub-sets of two major fields of study, settlement and economic activities. Key Ideas in the physical environment Study Theme interlink through conservation and recreation with those in the human environment.

International Issues

These have always been studied in geography through descriptions of economic and political relations within and between states. The study of different geographical relationships between major power blocs and world regions is important for pupils who will participate intelligently in a democratic society; the Study Theme emphasises the spatial and dynamic aspects of international issues.

The Study Themes should not be seen as mutually exclusive. In the teaching of Geography, linkages should be made where appropriate between the Key Ideas in the three Study Themes.

3 4 Key Ideas

The Key Ideas within each of the Study Themes are specified in 3 7 to 3 9 below. The Key Ideas and the related explanatory comments provide a framework for course design and give guidance to teachers on the selection of course content.

3 5 Areal Contexts

The Areal Contexts within which the Key Ideas should be studied are:

- A Scotland
- B UK/Western Europe
- C Global.

3 6 Courses

The syllabus as set out below is not intended to prescribe the order in which the Study Themes and Key Ideas should be taught. Whatever arrangement is adopted, it is necessary to ensure that all Key Ideas are incorporated in the course offered. Further details on course planning and construction are given in Appendix I.

3 7 The Physical Environment

The visible landscape is formed by the interaction of many physical processes. Through the study of weather, climate and landscape, natural systems can be identified. The relationships between human and physical geography can also be demonstrated.

The physical environment has been modified over a long period of time by human occupation. This modification provides a starting point for the examination of the many interrelationships and conflicts of interest which exist in different environments world-wide.

The Key Ideas listed under this heading have clear overlaps with those in the other Study Themes.

Key Idea	Explanatory Comment	Areal/Thematic Context for External Assessment
1 Physical landscapes are the product of natural processes and are always changing.	Physical landscapes are formed by a set of interdependent processes – weathering, mass movement, erosion, transportation, deposition – which can be viewed as systems.	UK/Western Europe In external papers, examples will be drawn from rivers and their valleys, and glaciated areas.
2 The elements of weather can be identified, observed, measured, recorded and classified. As a result, dynamic patterns can be identified and used for forecasting.	Weather is the state of a set of atmospheric variables – temperature, precipitation, humidity, cloud, wind, pressure. The most important weather patterns affecting Western Europe are associated with frontal conditions, depressions and anticyclones. The characteristics of weather associated with these patterns should be studied, including the use of synoptic charts and weather forecasting.	UK/Western Europe
3 The world can be divided into major climatic zones.	The emphasis should be on identifying and describing the characteristics of major climatic types through interpretation of, for example, climate graphs and maps.	Global In external papers, examples will be drawn from Equatorial rain-forests, Tropical deserts, Mediterranean and Tundra regions.

Key Idea	Explanatory Comment	Areal/Thematic Context for External Assessment
4 The physical environment offers a range of possibilities for, and limitations on, human activities.	Consideration should be given to those physical factors (eg water, soil, vegetation) which influence human activities, in particular land use and food production. Attention should focus on the relationship between physical factors and land uses in selected environments.	Global
5 There are many competing demands for the use of rural landscapes.	There is competition between the major existing land uses (eg farming, forestry, recreation). Conservation and urban expansion are added pressures in particular localities.	Scotland
6 The physical environment is a resource which has to be used with care and its management is a global issue.	Many current developments affect the environments of continents or even the whole globe. In fragile environments human activity can trigger short-term and long-term problems. There is a need to recognise the issues involved and the preventative and remedial measures required. Environmental deterioration can serve to stimulate international cooperation but may also cause disagreements.	Global In external papers, examples will be drawn from the threat to Tropical forests, the spread of Tropical deserts and the use and misuse of oceans.

3 8 The Human Environment

Urban and rural settlements are major features in the human environment. Settlements share certain characteristics, can be classified in a variety of ways and over time are subject to processes of growth and decline.

Settlement changes are related to economic developments. Farming and manufacturing in this context are not only affected by economic changes but are also important factors in shaping the environments which we all inhabit.

The Key Ideas listed under this heading have clear overlaps with those in the other Study Themes.

Key Idea	Explanatory Comment	Areal/Thematic Context for External Assessment
7 Settlements have many common characteristics related to site, situation and function.	The initial location of a settlement may be closely related to site characteristics. Its sphere of influence will affect its growth and functions. These functions can change through time.	UK
8 Urban settlements have dynamic patterns relating to their size, form and function.	Most settlements undergo change which can create problems (eg congestion, loss of social cohesion within communities, loss of economic base). These changes and solutions to the problems can alter the internal structure of a settlement. Solutions (eg urban renewal, suburbanisation, new town development) provide opportunities to improve the urban environment. Patterns of development may be conditioned by features from the past.	UK
9 Farming systems provide food supplies and raw materials.	Farms may be studied as systems, with inputs (physical, economic, technological, social, political), processes, and outputs, in which the farmer is viewed as a decision maker.	UK In external papers, examples will be drawn from arable, pastoral and mixed farming systems in the UK.

Key Idea	Explanatory Comment	Areal/Thematic Context for External Assessment
10 The viability of manufacturing industry is affected by a variety of factors.	Industrial location, expansion and decay result from the interaction of a number of factors, eg profitability, site, labour, raw materials (including power), markets, government policies. Of particular importance is technological change. The relative suitability of locations and the future of individual units and whole industries change over time.	UK/Western Europe
11 Economic change has social and environmental consequences.	Economic change has positive and negative implications for employment patterns and opportunities, for the welfare of countries, communities, and for local environments.	UK/Western Europe

39 International Issues

Distributions and comparisons across a wide range of environments are a basic feature of population studies in geography. By examining the similarities and contrasts which appear in demographic, social and economic aspects of population, pupils can learn to view their own nation along with the wider world as a rich mosaic of societies and cultures.

The population of developed and developing nations are linked through networks of cultural, economic and political relationships. Trade, aid, conflict and cooperation are fundamental topics in the study of International Issues.

The Key Ideas listed under this heading have clear overlaps with those in the other Study Themes.

Key Idea	Explanatory Comment	Areal/Thematic Context for External Assessment
12 Population is unevenly distributed.	Distribution can be analysed in terms of population totals and densities, on local, national and international scales, and can be related to economic, political and environmental factors.	Global
13 Populations have measurable social and economic characteristics.	Population facts are gathered in different ways with varying degrees of accuracy. Measured social characteristics include birth rates, death rates, infant mortality and life expectancy, together with various indicators of living standards.	Global
14 In any area, the size and structure of the population are subject to change.	Population change within regions and nations is created by gain factors (births and in-migration) and loss factors (deaths and out-migration). Variations in these factors can be related to influences in the physical environment and also to socio-economic and political influences. Changes are often related to pressures on agricultural resources and migration to find employment.	Global

Key Idea	Explanatory Comment	Areal/Thematic Context for External Assessment
15 International relations are dominated by a limited number of countries acting in conjunction with others.	Certain countries and alliances are dominant in international relations and trade because they control large resources. Their influence is a reflection of their location, historical development, size, population, resource base and level of technology.	Global In external papers, examples will be drawn from Europe, the USA and Japan.
16 Regions of the world are linked through trade.	Trade in resources and manufactured goods illustrates the inter-dependence of different parts of the world as producers and consumers.	Global
17 Schemes of self-help, along with national and international aid, seek to encourage social and economic development.	In both the developing and the developed world, self-help and outside aid are required to meet a wide variety of needs. Self-help and aid can take different forms and can create different impacts. Schemes can be short-term (eg disaster relief) or long-term, (eg agricultural and multi-purpose development projects, development of trade and industry).	Global

3 10 Techniques

The following techniques for gathering and processing information are specified.

Gathering techniques:

- Extracting information from maps
- Fieldsketching
- Measuring (rivers, weather)
- Recording observed information on a map (land-use, location, distributions)
- Observing and recording (traffic and pedestrians flows, environmental quality, buildings, services, weather)
- Compiling and using questionnaires and interviews.

Processing techniques:

- Classifying/tabulating/matrixing information
- Drawing graphs (bar, line, pie, scatter)
- Drawing maps (land-use, location, distributions)
- Drawing cross-sections/transects
- Annotating maps, graphs and fieldsketches.

Section 4

Assessment for Certification

4 Assessment for Certification

4.1 Certification

Candidates will be assessed by a system common to all Levels.

The Certificate will record an overall award on a 7-point scale of grades, grade 1 being the highest. The Certificate will also record attainment in each assessable element. The overall award will be derived from the mean of the element grades, with Knowledge and Understanding and Enquiry Skills being weighted 40:60 respectively.

4.2 Pattern of Assessment Arrangements

Grades in Knowledge and Understanding and in Enquiry Skills will be based on external assessment.

Three external papers designated as Foundation, General and Credit will be offered as follows:

<i>Paper</i>	<i>Grades Assessed</i>	<i>Time Allocation</i>
Foundation	6, 5	1 hour 5 minutes
General	4, 3	1 hour 25 minutes
Credit	2, 1	2 hours

Each paper will assess performance in the elements Knowledge and Understanding and Enquiry Skills. Candidates will be required to answer all questions within the paper(s) attempted.

Each paper will contain questions based on each of the three Study Themes. While questions will be concerned largely with the Key Ideas within a Study Theme, candidates at all Levels should be prepared to answer part-questions which link the Study Themes. A variety of question types will be included; most questions will be resource based and at least one map-based question will feature in each paper.

Marks will be allocated to each question and a total for each element obtained. The two grades associated with each Level will be distinguished by setting two cut-off scores. The lower score will reflect a satisfactory overall standard of performance, the upper score a high overall standard of performance.

4.3 Presentations for External Papers

Candidates presented for the examination may attempt the written papers at two adjacent Levels, ie Foundation and General or General and Credit, but may not attempt both the Foundation and Credit Level papers. Candidates are not obliged to attempt papers at two Levels. Other than as the result of an appeal, candidates can only be awarded one of the grades assessed by the paper(s) attempted, or Grade 7 for the element(s) concerned. Candidates who attempt papers at two Levels will be awarded the better of the two grades achieved on these papers. Performance at one Level will not be taken into account in grading at the other Level.

4 4 Grade 7 and No Overall Award

For any element, Grade 7 will indicate that the candidate has, in the element concerned, completed the course but has not demonstrated achievement of any specified level of performance as defined by the Grade Related Criteria.

The Scottish Qualification Authority (SQA) will regard the submission of an estimate grade for an externally assessed element as evidence that the course has been completed in that element.

Unauthorised absence from the external examination will result in no award for the subject.

4 5 Estimates

Presenting centres must submit to the SQA, by 31 March of the year of the examination, an estimated grade for each candidate for each of Knowledge and Understanding and Enquiry Skills. The teacher should determine the estimate grades on the basis of each candidate's work. Estimates may be used by the SQA for its internal procedures, including such cases as absence from external examinations, adverse circumstances and appeal. Evidence in support of these estimates should be retained by centres for submission to the SQA if required. Such evidence should be composed of assessments relating to each of the sub-elements in Knowledge and Understanding and Enquiry Skills (see 5 8 and 5 9) and to a range of units of work sampling the Key Ideas of the course. For each piece of evidence, the element being assessed and the grade awarded must be clearly indicated.

Section 5

Grade Related Criteria

5 Grade Related Criteria

5.1 Definition

Grade Related Criteria (GRC) are positive descriptions of performance against which a candidate's achievement is measured. Direct comparisons are not made between the performance of one candidate and that of another.

5.2 Application of GRC

GRC are defined at three levels of performance: Foundation, General and Credit.

Awards will be reported on six grades, two grades being distinguished at each Level. The upper of the two grades at a given Level will be awarded to candidates who meet the stated criteria demonstrating a high standard of performance; the lower grade to those who demonstrate a lower, but still satisfactory, standard of performance.

There will be a seventh grade for candidates who complete the course but fail to meet the criteria for any Level.

5.3 Types of GRC

Summary GRC are broad descriptions of performance. They are published as an aid to the interpretation of the profile of attainment by candidates, parents, employers and other users of the Certificate.

Extended GRC are more detailed descriptions of performance. They are intended to assist teachers in identifying targets for course construction and in making their assessments for each element, and by examiners when conducting external assessment.

5.4 Differentiating Factors

The following differentiating factors have been used in devising the GRC for the different Levels within each element.

Knowledge and Understanding

- range and complexity of illustrative examples
- range and complexity of vocabulary/terminology
- fullness and accuracy of explanations
- complexity of methods of organising/re-organising information.

Enquiry Skills

- scope and complexity of the task/information/justification
- range and development of viewpoints considered
- extent and validity of supporting evidence
- quality of conclusions reached and/or offered.

5 5 Knowledge and Understanding – Summary GRC

Foundation Level (Grades 6, 5)

The candidate has demonstrated knowledge and understanding of simple geographical terms and of examples illustrating the key ideas of the course, and ability to offer brief explanations of these examples and to organise straightforward information.

General Level (Grades 4, 3)

The candidate has demonstrated knowledge and understanding of a range of geographical terms and of examples illustrating the key ideas of the course, and ability to offer explanations of these examples and to reorganise information.

Credit Level (Grades 2, 1)

The candidate has demonstrated knowledge and understanding of a wide range of geographical terms and of examples illustrating the key ideas of the course, and ability to offer detailed explanations of these examples and to reorganise complex information.

5 6 Enquiry Skills – Summary GRC

Foundation Level (Grades 6, 5)

In relation to given straightforward information, the candidate has demonstrated ability to identify main points, to reach and support simple reasoned conclusions, to express and support simple points of view, and to identify techniques for gathering and processing information relevant to an investigation topic.

General Level (Grades 4, 3)

In relation to given information, the candidate has demonstrated ability to identify main points and relationships, to reach and support conclusions, to identify and evaluate opposing points of view, and to identify and justify techniques for gathering and processing information relevant to an investigation topic.

Credit Level (Grades 2, 1)

In relation to given information, the candidate has demonstrated ability to identify main points and describe relationships, to reach conclusions and reason clearly in support of them, to predict possible consequences, to identify and evaluate points of view, and to identify and justify techniques for gathering and processing information relevant to a complex investigation topic.

5 7 Description of Grades

These describe performance within Levels. They apply to each element.

- Grade 6 The candidate has met the criteria for Foundation Level, demonstrating a satisfactory overall standard of performance.
- Grade 5 The candidate has met the criteria for Foundation level, demonstrating a high overall standard of performance.
- Grade 4 The candidate has met the criteria for General Level, demonstrating a satisfactory overall standard of performance.
- Grade 3 The candidate has met the criteria for General Level, demonstrating a high overall standard of performance.
- Grade 2 The candidate has met the criteria for Credit Level, demonstrating a satisfactory overall standard of performance.
- Grade 1 The candidate has met the criteria for Credit Level, demonstrating a high overall standard of performance.

5 8 Knowledge and Understanding – Extended GRC

Foundation Level (Grades 6, 5)	General Level (Grades 4, 3)	Credit Level (Grades 2, 1)
The candidate can:	In addition, the candidate can:	In addition, the candidate can:
<i>a)</i> select from a given list, and/or provide simple examples which illustrate the Key Ideas of the course;	select from a given list, and/or provide, a number of examples, not only the most obvious, which illustrate the Key Ideas of the course;	illustrate fully with several examples the Key Ideas of the course;
<i>b)</i> using simple terms appropriately, offer brief explanations of examples which illustrate the Key Ideas;	using a range of terms appropriately, offer explanations of examples which illustrate the Key Ideas, the explanations including some of the main underlying factors although there may be some omissions, inaccuracies or irrelevancies;	using a wide range of terms appropriately, offer explanations of complex examples which illustrate the Key Ideas, the explanations including most of the main factors which account for the example together with some supporting and/or illustrative detail;
<i>c)</i> organise straight-forward information using simple, specified techniques.	re-organise information given in one form and present it in another, specified form.	re-organise more complex information given in one form and present it in another, appropriate form.

Descriptions of grades are given in 5 7.

5 9 Enquiry Skills – Extended GRC

Foundation Level (Grades 6, 5)	General Level (Grades 4, 3)	Credit Level (Grades 2, 1)
In relation to given straightforward information the candidate can:	In addition, in relation to given information, the candidate can:	In addition, in relation to given information, the candidate can:
<i>a)</i> indicate the main points of the information;	state the main points and/or relationships of the information;	describe relationships within a given source and/or a range of sources of varying types and complexity;
<i>b)</i> make a simple evaluation of two or more given possibilities and support the conclusion reached with a limited number of straightforward reasons;	make an evaluation and, where appropriate, argue the case for and/or against the conclusion reached;	make an evaluation and support the conclusion reached with coherent, reasoned argument and, where appropriate, predict possible consequences;
<i>c)</i> express a simple point of view and support it with a limited number of straightforward reasons or a single, more developed reason;	identify two opposing points of view and present a reason to support and/or reject each one;	identify and evaluate a range of points of view and present developed reasons to support and/or reject each one;
<i>d)</i> identify appropriate techniques for gathering information relevant to an investigation topic;	identify appropriate techniques for gathering information relevant to an investigation topic and justify the choice;	identify appropriate techniques for gathering information relevant to a complex investigation topic and justify the choice;
<i>e)</i> identify appropriate techniques for processing straightforward information.	identify appropriate techniques for processing straightforward information and justify the choice.	identify appropriate techniques for processing complex information and justify the choice.

Descriptions of grades are given in 5 7.

Appendices

Course Planning and Course Construction

1 Introduction

The performance criteria which are described in Section 5 provide teachers with the basis for decisions about course construction, teaching and the conduct of assessment. They should therefore be considered at the stage of course planning.

2 Course Planning

- a) From the syllabus, which is common for all Levels, schools will require to devise courses which conform with the arrangements.

The courses and the teaching units through which pupils learn will benefit from careful and methodical planning and documentation.

- b) In planning the course it will be necessary to bear in mind the following points.

Teaching arrangements should be such as to provide pupils with the maximum opportunity to achieve the aims set out in Section 2.

The quality of learning experiences is of prime importance in the development of skills and understanding of concepts and Key Ideas.

The course should offer all pupils satisfying learning experiences and learning tasks appropriate to their abilities.

Assessment should be an integral and ongoing part of teaching and learning, both to monitor pupil progress and to provide the basis for internal assessments for certification purposes.

The course must be capable of completion within approximately 160 hours of teaching time. The allocation of time to individual Study Themes and Key Ideas will vary according to a range of factors.

- c) Geography courses have always contained a strong component of mapwork and this should be the case in Standard Grade Geography. The use of maps as resource material and the compilation of maps to convey information are fundamental to geographical studies. Thus, the ability to use and understand maps should be fostered throughout the course. The development of map skills plays an important part in the learning opportunities provided by geography and such skills have applications in both assessable elements. The assessment of the elements will recognise this, and maps will be offered as resources and a map-based question will be set at all Levels.

Traditionally, Ordnance Survey plans and maps at large and medium scales have been the subject of intensive study for many purposes. The use of Ordnance Survey maps does not preclude the need to use other types of map, eg road maps, street plans, maps of rail, air and shipping routes, which may be topological in presentation. The amount of cartographical representation used in newspapers, advertisements, telephone directories and travel brochures is considerable. Pupils must be helped to understand and use such information effectively.

The atlas is an important point of reference and pupils require to be given frequent and progressive practice in deriving information from the many types of map and ancillary data found in them. The globe provides the most realistic model of the Earth and pupils should be given opportunities to use a globe in order to develop their perspective and knowledge of the world and an awareness of place and spatial relationships.

As providers of information, maps take their place alongside direct observation, interview, the printed word and audio-visual media.

- d) The learning opportunities provided by the local environment are well known to teachers of Geography and full advantage should be taken of the stimulating first-hand sources which can be tapped. However, the increasing use of the local environment as a learning stimulus in a number of school subjects poses problems of over-taxing the providers of information. Care will be required to minimise these problems.

3 Course Construction

- a) In Section 3 the syllabus is described in terms of Concepts, Study Themes, Key Ideas and Areal Contexts. The course should focus on the Key Ideas and these may be organised in a number of ways to suit teachers' interests and expertise, or departments' resources.
- b) The Key Ideas may be grouped under the Study Themes as listed in 3 7 to 3 9 or they may be reorganised into different combinations. For example, a study of local settlement could bring together the following Key Ideas:

The Physical Environment:	Key Ideas 1 and 5
The Human Environment:	Key Ideas 8, 9 and 11
International Issues:	Key Ideas 13 and 14

Similarly, if Concepts are to be the focus, such a combination of Key Ideas could equally well satisfy a study exemplifying the Concept "change".

Whatever arrangement of the Key Ideas is adopted, it is necessary to ensure that all are incorporated in the course offered. Thus, balanced coverage of the Concepts will be encouraged.

Pupils should explore and evaluate the Key Ideas in a variety of situations and tasks throughout the course. The amount of time devoted to each Key Idea will vary according to the previous experience of the pupils. Frequently, Key Ideas will recur in units of work during the course, and in this way pupils' understanding will be developed and reinforced.

- c) The content matter used will vary from school to school but the Areal Contexts in which Knowledge and Understanding and Enquiry Skills will be externally assessed are indicated in 3.7 to 3.9. While it is expected that pupils studying Geography in Scottish schools will develop their skills and understanding from the starting point of the local and Scottish dimension, they must be directed to wider environments to ensure a balanced global perspective. As the United Kingdom is a member of the European Union, pupils should become aware of the influence which the Union has on life in the United Kingdom, Western Europe and other parts of the world. The three Areal Contexts are deliberately designed to overlap to ensure continuity and progression of the pupils' spatial awareness. Hence some Key Ideas are designed to be illustrated largely from local and Scottish examples while, for others, the broader scales will be more appropriate.

Inevitably, the content matter used to illustrate Key Ideas will overlap but this will offer flexibility in course construction and use of resources. It will also provide planned opportunities to reinforce skills and Concepts. Frequently, one piece of resource material will serve to illustrate several Key Ideas.

- d) Whatever arrangement is selected, the distribution of Key Ideas, Study Themes and Concepts should be balanced over the whole course and the appropriate cover of the Areal Contexts achieved. The coherence of the course is important and its place in the continuum from S1 to S6 should be recognised. The structure of the course and the emphases within it should build upon the learning experiences of pupils in S1 and S2, and also take into account the needs of the pupils who may proceed to further studies in geography.

In devising the course, a range of learning experiences should be provided to enable pupils to study the contemporary world in a meaningful, balanced and interesting way.

Unit Planning and Teaching Approaches

1 Unit Planning

- a)* The Study Themes are not to be seen merely as areas within which the acquisition of factual knowledge is of prime importance. These Study Themes and their associated Key Ideas have been selected because they are important fields of geographical study within which the skills of learning can be demonstrated, practised and assimilated and an understanding of Key Ideas and Concepts developed.

To ensure that the aims and learning outcomes are realised, teachers should detail clearly for themselves the structure of the course and the units of work within it.

When planning units of work, the specification of teaching and learning outcomes is necessary, and classroom work should enable these to be achieved. Departments will find it helpful to specify the following:

- title of the teaching unit
 - Concepts and Key Ideas being explored and evaluated
 - anticipated learning outcomes (based on the Extended Grade Related Criteria)
 - teaching sub-units
 - learning approaches
 - resources to be used
 - assessment strategy.
- b)* Grade Related Criteria for the assessable elements (Section 5) will assist teachers in devising teaching and learning tasks at an appropriate level of demand. Course organisation should therefore take account of the descriptions of levels of performance set out in the Grade Related Criteria and should provide opportunities for pupils to perform to their best ability. Through the provision of appropriately differentiated learning materials, tasks and teaching strategies, for example, a “core plus extensions” approach, pupils of all abilities should be encouraged to achieve their potential and to reach a level which prepares them to continue their studies in geography beyond Standard Grade.
- c)* Pupils’ progress requires to be monitored and recorded during the course. Simple grids can be constructed for easy completion to suit the course assessment procedures adopted.

It is important, also, that teachers evaluate not only the outcomes of learning but also the process by which these outcomes are reached. It should be normal practice for Geography departments to monitor the effectiveness of their own teaching programmes.

2 Teaching Approaches

- a) The aims set out in Section 2 have implications for the ways in which teachers manage pupil activity, learning resources and classroom arrangements. The learning opportunities provided must enable pupils to develop their skills to the full. Teaching will require to be pupil-centred and skill-centred rather than content-centred.
- b) As they pursue their studies, pupils should be encouraged to develop balanced attitudes and express informed views. Attitudes to be fostered include concern and consideration for other ways of life, willingness to consider different points of view, concern for the use of the environment, and awareness of problems facing the environment at all scales from local to global.

The population of the United Kingdom encompasses a variety of cultures, religions, views and attitudes. Consequently, the course should offer pupils opportunities to become more aware of these features and of the attitudes necessary to live in harmony in a multicultural society.

- c) For pupils there should be more active “doing” than passive “listening”. They should, for example, collect, collate and communicate information, activities which will require the allocation of tasks to be carried out by individuals or groups; they will examine and evaluate data and this will involve discussion with classmates and/or the teacher; they should be given opportunities to conduct investigations in which their own intellectual and personal qualities are allowed to develop. A planned variety of teaching approaches will require, therefore, to be offered.

If pupils are to develop skills and attitudes, they should be given time to discuss with their peers and to meet people from outwith the school. Opportunities should be provided for pupils to participate in different ways, as members of the whole class or of a smaller group, and as individuals.

Pupils must be encouraged to develop their communication skills – written, oral and graphic. Writing will be important and pupils should be encouraged to produce written work in a variety of forms. Where necessary, pupils should have the opportunity to re-draft work to produce final versions. Through normal classroom talk and responses and through more structured discussion, pupils should learn to express themselves accurately and with confidence.

- d) Learning materials provided should be varied, up to date, stimulating and as attractively presented as possible. Full advantage should be taken of audio-visual media so familiar to pupils, including broadcast material. The abilities of the pupils will determine the level of language used both orally and in written texts, the complexity of tasks set, the amount of guidance and assistance given and the forms of assessment used. Collaboration with colleagues with expertise in support for learning should be sought, and, if resources permit, a degree of cooperative or team teaching could be developed to the advantage of pupils and teachers alike.

Opportunities should be sought to incorporate where relevant the classroom use of a wide range of technological aids. Tape recorders, individual viewers, listening centres, and video-recorders are already in use and new technology, including micro-computers, has an increasing role to play in learning activities both in and outwith the school.

The expertise of the school librarian should be called upon. The school library/multi-media resource centre is valuable not only for providing a wide range of sources of information but more particularly for training pupils in the skills of locating and using the information gathered. Similarly, library and museum facilities which exist in the wider community are available for use, but care must be taken not to overload them.

- e) Growing awareness of the advantages of resource-based, pupil-centred learning should encourage departments to re-appraise the teaching approaches used. To enable group and individual learning to take place, much can be done by rearranging classroom layout and resources. Orderly, accessible arrangements should be made for the storage of work materials and for their easy retrieval by pupils.