



National 5
Course Assessment
Specification



National 5 Geography Course Assessment Specification (C733 75)

Valid from August 2013

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Please refer to the note of changes at the end of this Course Assessment Specification for details of changes from previous version (where applicable).

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Course outline

Course title:	National 5 Geography
SCQF level:	5 (24 SCQF credit points)
Course code:	C733 75
Course assessment code:	X733 75

The purpose of the Course Assessment Specification is to ensure consistent and transparent assessment year on year. It describes the structure of the Course assessment and the mandatory skills, knowledge and understanding that will be assessed.

Course assessment structure

Component 1 — question paper	60 marks
Component 2 — assignment	20 marks
Total marks	80 marks

This Course includes six SCQF credit points to allow additional time for preparation for Course assessment. The Course assessment covers the added value of the Course.

Equality and inclusion

This Course Assessment Specification 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 learners and/or those with additional support needs, please follow the link to the Assessment Arrangements web page: www.sqa.org.uk/sqa/14977.html.

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

Assessment

To gain the award of the Course, the learner must pass all the Units as well as the Course assessment. Course assessment will provide the basis for grading attainment in the Course award.

Course assessment

SQA will produce and give instructions for the production and conduct of Course assessments based on the information provided in this document.

Added value

The purpose of the Course assessment is to assess added value of the Course as well as confirming attainment in the Course and providing a grade. The added value for the Course will address the key purposes and aims of the Course as defined in the Course Rationale. It will do this by addressing one or more of breadth, challenge, or application.

In this Course assessment, added value will focus on the following:

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

This added value consists of:

- ◆ Drawing on, extending and applying the skills, knowledge and understanding the learner has acquired during the Course. This will be assessed by a question paper and an assignment. Over the Course assessment there will be broad parity between the assessment of skills and knowledge and understanding.
- ◆ Demonstrating breadth of skills, knowledge and understanding from across the Units of the Course in the question paper. This will sample knowledge and understanding from across all three Units of the Course and will require the application of skills.
- ◆ Demonstrating challenge and application related to an appropriate geographical topic or issue in the assignment.

Grading

Course assessment will provide the basis for grading attainment in the Course award.

The Course assessment is graded A–D. The grade is determined on the basis of the total mark for all Course assessments together.

A learner's overall grade will be determined by their performance across the Course assessment.

Grade description for C

For the award of Grade C, learners will have demonstrated successful performance in all of the Units of the Course. In the Course assessment, learners will typically have

demonstrated successful performance in relation to the mandatory skills, knowledge and understanding for the Course.

Grade description for A

For the award of Grade A, learners will have demonstrated successful performance in all of the Units of the Course. In the Course assessment, learners will typically have demonstrated a consistently high level of performance in relation to the mandatory skills, knowledge and understanding for the Course.

Credit

To take account of the extended range of learning and teaching approaches, remediation, consolidation of learning and integration needed for preparation for external assessment, six SCQF credit points are available in Courses at National 5 and Higher, and eight SCQF credit points in Courses at Advanced Higher. These points will be awarded when a grade D or better is achieved.

Structure and coverage of the Course assessment

The Course assessment will consist of two Components: a question paper and an assignment.

Component 1 — question paper

The purpose of this question paper is to demonstrate application of skills and breadth of knowledge and understanding from across the Course.

This question paper will give learners an opportunity to demonstrate the following skills and knowledge and understanding from the mandatory content of the Course:

- ◆ using a limited range of mapping skills
- ◆ using a limited range of numerical and graphical information
- ◆ giving detailed descriptions and explanations with some analysis

The question paper will have 60 marks out of a total of 80 marks. The question paper is therefore worth 75% of the overall marks for the Course assessment.

This question paper has three Sections. In Section 1, learners will have a choice of question on landscape type; they must answer all other questions. In Section 2 learners must answer all questions. In Section 3 learners must answer two from six options.

There is differentiation within each question.

Section 1: Physical Environments will have 20 marks. This Section will be made up of restricted/extended response questions requiring the learner to draw on the knowledge and understanding and apply the skills acquired during the Course. Questions in this Section will draw on the knowledge and understanding and skills described in the further mandatory information on Course coverage.

Section 2: Human Environments will have 20 marks. This Section will be made up of restricted/extended response questions requiring the learner to draw on the knowledge and understanding and apply the skills acquired during the Course. Questions in this Section will draw on the knowledge and understanding and skills described in the further mandatory information on Course coverage.

Section 3: Global Issues will have 20 marks. This Section will be made up of restricted/extended response questions requiring the learner to draw on the knowledge and understanding and apply the skills acquired during the Course. Questions in this Section will draw on the knowledge and understanding and skills described in the further mandatory information on Course coverage. The optional Global Issues are: Climate Change; Impact of Human Activity on the Natural Environment; Environmental Hazards; Trade and Globalisation; Tourism; and Health. There will be parity of demand between the options in Section C.

The question paper Component of the Course assessment will have a greater emphasis on the assessment of knowledge and understanding than the assignment. The other marks will be awarded for the demonstration of skills.

Component 2 — assignment

The purpose of this assignment is to demonstrate challenge and application by demonstrating skills, knowledge and understanding within the context of a geographical topic or issue.

This assignment will give learners an opportunity to demonstrate the following skills, knowledge and understanding:

- ◆ choosing, with minimum support, an appropriate geographical topic or issue
- ◆ collecting information from a limited range of sources of information
- ◆ processing the information gathered, using geographical skills/techniques
- ◆ drawing on knowledge and understanding to explain and analyse key features of the topic or issue
- ◆ reaching a well-supported conclusion, supported by evidence about the topic or issue studied

The assignment will have 20 marks out of a total of 80 marks. The assignment is therefore worth 25% of the overall marks for the Course assessment.

Learners will use specified resources during the production of evidence stage. A structured template is available for the production of evidence.

The assignment Component of the Course assessment will have a greater emphasis on the assessment of skills than the question paper.

Setting, conducting and marking of assessment

Question paper

This question paper will be set and marked by SQA, and conducted in centres under conditions specified for external examinations by SQA. Learners will complete this in one hour and 45 minutes.

Controlled assessment — assignment

This assignment is:

- ◆ set by centres within SQA guidelines
- ◆ conducted under a high level of supervision and control

Evidence will be submitted to SQA for external marking.

All marking will be quality assured by SQA.

Setting the assessment

SQA will provide a brief for the generation of evidence to be assessed. Learners will have an open choice of geographical topic or issue to be researched.

Conducting the assessment

The production of evidence for assessment will be conducted under a high level of supervision and control and:

- ◆ within one hour
- ◆ with the use of specified resources
- ◆ in time to meet a submission date set by SQA
- ◆ independently by the learner
- ◆ when the learner is ready

Further mandatory information on Course coverage

Course assessment will involve sampling the following knowledge and understanding.

Component 1: question paper

Options exist in each section to allow opportunities for personalisation and choice. The information on mandatory skills, knowledge and understanding below should not be seen as a recommended teaching order, nor as a guide to teaching and learning approaches. The question paper will sample from the knowledge and understanding below but this should not be seen as a guide to the format of the question paper.

Physical Environments (National 5) Unit

Weather

Within the context of the United Kingdom:

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

Landscape types

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

- ◆ glaciated uplands and coastal landscapes
- or
- ◆ upland limestone, and rivers and valleys

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

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

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

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

In relation to **one** landscape type studied, candidates should be able to describe and explain:

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

Geography: Human Environments (National 5) Unit

In the context of developed and developing countries:

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

In the context of urban areas:

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

In the context of rural areas:

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

Geography: Global Issues (National 5) Unit

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

Climate change

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

Impact of human activity on the natural environment

- ◆ tundra and equatorial climates and their ecosystems
- ◆ use and misuse
- ◆ effects of degradation on people and the environment
- ◆ management — strategies to minimise impact/effects

Environmental hazards

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

Trade and globalisation

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

Tourism

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

Health

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

Geographical skills (National 5)

The following skills will be assessed in contexts drawn from across the Course:

Mapping skills including the use of Ordnance Survey maps:

- ◆ grid references (4/6 figure)
- ◆ identification and location of physical and human features
- ◆ measure distance using scale
- ◆ interpret relief and contour patterns
- ◆ use maps in association with photographs, field sketches, cross sections/transects

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

- ◆ statistical
- ◆ graphical
- ◆ tabular

Component 2: assignment

Candidates have an open choice of geographical topic or issue. Their choice is not constrained by the mandatory content of Component 1: question paper.

Geographical skills (National 5)

Research skills including fieldwork skills:

- ◆ gathering
- ◆ processing
- ◆ interpreting

Administrative information

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History of changes to Course Assessment Specification

Course details	Version	Description of change	Authorised by	Date
	1.1	Further information and clarification on scope and structure of each Component given in the 'Structure and coverage of Course assessment' section. 'Further mandatory information' section divided into separate parts for each Component.	Qualifications Development Manager	June 2013
	1.2	Requirement for fieldwork and/ or maps removed – page 6.	Qualifications Manager	August 2014
	1.3	Time allocation for Question paper increased to 1 hour and 45 minutes – page 7.	Qualifications Manager	November 2014
	1.4	Minor changes to the 'Further mandatory information on Course coverage' section to provide clarity to centres.	Qualifications Manager	April 2015

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