National 5 Geography

Course code:	C833 75
Course assessment code:	X833 75
SCQF:	level 5 (24 SCQF credit points)
Valid from:	session 2024–25

The course specification provides detailed information about the course and course assessment to ensure consistent and transparent assessment year on year. It describes the structure of the course and the course assessment in terms of the skills, knowledge and understanding that are assessed.

This document is for teachers and lecturers and contains all the mandatory information you need to deliver the course.

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Contents

Course overview

The course consists of 24 SCQF credit points which includes time for preparation for course assessment. The notional length of time for a candidate to complete the course is 160 hours.

The course assessment has two components.

Component	Marks	Duration
Component 1: question paper	80	2 hours and 20 minutes
Component 2: assignment	20	See course assessment section

Recommended entry	Progression
Entry to this course is at the discretion of the centre. Candidates should have achieved the fourth curriculum level, or the National 4 Geography course, or the National 4 Environmental Science course, or the National 4 History course, or the National 4 Modern Studies course, or equivalent qualifications and/or experience prior to starting this course.	♦ Higher Geography course ♦ Higher Environmental Science course ♦ further study, employment or training

Conditions of award

The grade awarded is based on the total marks achieved across all course assessment components.

Course rationale

National Courses reflect Curriculum for Excellence values, purposes and principles. They offer flexibility, provide more time for learning, more focus on skills and applying learning, and scope for personalisation and choice.

Every course provides opportunities for candidates to develop breadth, challenge and application. The focus and balance of assessment is tailored to each subject area.

The National 5 Geography course builds on the principles and practices for social studies and for science. Candidates develop a framework of geographical knowledge and increase their understanding of the environment, sustainability and the impact of global issues.

The course emphasises the development and application of skills. The emphasis on the interpretation of sources, including maps, develops thinking skills. Candidates gain experience in contributing to group work and also working on their own through taking part in investigative and critical thinking activities. They also progressively develop their skills in literacy and numeracy.

Through the study of geography, and the acquisition of techniques of geographical analysis, candidates develop an understanding of aspects of the contemporary world. Their confidence grows as they begin to understand more about their sense of identity and learn about different countries and cultures. The course encourages them to reflect on the impact of the environment on health and wellbeing.

The course encourages candidates to develop an open mind and respect for the values, beliefs and cultures of others.

Purpose and aims

The study of geography introduces candidates to our changing world, its human interactions and physical processes. Candidates develop the knowledge and skills to enable them to contribute to their local communities and wider society. The study of geography fosters positive life-long attitudes of environmental stewardship, sustainability and global citizenship. Practical activities, including fieldwork, provide opportunities for candidates to interact with their environment.

The contexts for study are local, national, international and global.

Candidates develop:

♦ a range of geographical skills and techniques
♦ detailed understanding of the ways in which people and the environment interact in response to physical processes and human interactions at local, national, international and global levels
♦ detailed understanding of spatial relationships and of the changing world in a balanced, critical and sympathetic way
♦ a geographical perspective on environmental and social issues
♦ an interest in and concern for the environment, leading to sustainable development

Transferable skills include:

♦ using and interpreting a range of geographical information
♦ interpreting and explaining geographical phenomena
♦ using a range of maps and other data to process and communicate geographical information
♦ researching skills, including fieldwork

There may be an opportunity for candidates to develop an awareness of a limited range of geographical information systems through ICT or alternative means.

Who is this course for?

The course is appropriate for a wide range of learners, but is primarily aimed at those in the senior phase of the curriculum.

Course content

There are three areas of study. Each area focuses on particular skills.

Physical environments
Candidates develop geographical skills and techniques in the context of physical environments, together with a detailed knowledge and understanding of the processes and interactions at work within physical environments. Key topics include: location of landscape type, formation of key landscape features, land use management and sustainability, and weather. Candidates study a selection of landscape types from contexts within Scotland and/or the UK. Landscape types are chosen from: glaciated upland, upland limestone, coastal landscapes, and rivers and their valleys. Personalisation and choice is possible through the landscape types and areas chosen for study.

Human environments
Candidates develop geographical skills and techniques in the context of human environments, together with a detailed knowledge and understanding of the interactions at work within human environments. Candidates compare developed and developing countries drawn from a global context. Key topics include: contrasts in development, world population distribution and change, and issues in changing urban and rural landscapes.

Global issues
Candidates develop skills in using numerical information in the context of global issues, together with a detailed knowledge and understanding of significant global geographical issues. Key topics include: climate change, natural regions, environmental hazards, trade and globalisation, tourism, and health. Personalisation and choice is possible through the issues selected for study.

Skills, knowledge and understanding

Skills, knowledge and understanding for the course

The following provides a broad overview of the subject skills, knowledge and understanding developed in the course:

♦ developing and applying skills and detailed knowledge and understanding in geographical contexts

♦ with guidance, researching and using information collected from a range of sources about geographical issues which are mainly familiar

♦ using a range of mapping skills, including the use of Ordnance Survey maps

♦ using a range of research skills, including fieldwork skills

♦ using and interpreting a range of numerical and graphical information

♦ demonstrating knowledge and understanding of the physical environment of Scotland and/or the United Kingdom by giving detailed descriptions which are mainly factual with some theoretical content, and giving detailed explanations

♦ demonstrating knowledge and understanding of the human environment in a global context by giving detailed descriptions which are mainly factual with some theoretical content, and giving detailed explanations

♦ demonstrating knowledge and understanding of selected global issues by giving detailed descriptions which are mainly factual with some theoretical content, and giving detailed explanations

Skills, knowledge and understanding for the course assessment

The following provides details of the mandatory skills, knowledge and understanding sampled in the course assessment.

Component 1: question paper

The question paper will sample from the knowledge and understanding below. However, this should not be seen as a guide to the format of the question paper, nor as a recommended teaching order, or a guide to teaching and learning approaches.

Physical environments

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 their valleys

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

♦ glaciated upland — corrie, truncated spur, pyramidal peak, arête, u-shaped valley

♦ coastal landscapes — cliffs, caves and arches, stacks, headlands and bays, spits and sand bars

♦ upland limestone — limestone pavements, potholes/swallow holes, caverns, stalactites and stalagmites, intermittent drainage

♦ rivers and their valleys — v-shaped valleys, waterfalls, meander, ox bow lake, levee

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

♦ farming

♦ forestry

♦ industry

♦ recreation and tourism

♦ water storage and supply

♦ renewable energy

In the context of **one** landscape type studied:

♦ the conflicts which can arise between land uses within this landscape

♦ the solutions adopted to deal with the identified land use conflicts

Human environments

In the context of developed and developing countries:

♦ use of 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 informal housing settlements 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, genetic modification, current government policy
♦ changes in the rural landscape in developing countries related to modern developments in farming such as: genetic modification, impact of new technology, biofuels

Global issues

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

Climate change
♦ features of climate change
♦ causes — physical and human
♦ effects — local and global
♦ management strategies to minimise impact/effects

Natural regions
♦ tundra and equatorial tropical forest climates and their ecosystems
♦ use and misuse of these environments by people
♦ effects of land 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 of each hazard on people and the landscape
♦ management — methods of prediction and planning, and strategies adopted in response to environmental hazards

Trade and globalisation
♦ world trade patterns
♦ causes 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
The following skills are assessed in contexts drawn from across the course: **Mapping skills related to Ordnance Survey maps:** ♦ grid references (4/6 figure) ♦ identifying and locating physical and human features and patterns ♦ measuring distance using scale ♦ interpreting relief and contour patterns ♦ using maps in association with photographs, field sketches, cross sections/transects **Extracting, interpreting and presenting numerical and graphical information which may be:** ♦ graphs ♦ tables ♦ diagrams ♦ maps

Component 2: assignment
Candidates have an open choice of geographical topic or issue.

Geographical skills
Research skills including fieldwork skills: ♦ gathering ♦ processing ♦ interpreting

Skills, knowledge and understanding included in the course are appropriate to the SCQF level of the course. The SCQF level descriptors give further information on characteristics and expected performance at each SCQF level (www.scqf.org.uk).

Skills for learning, skills for life and skills for work

This course helps candidates to develop broad, generic skills. These skills are based on [SQA's Skills Framework: Skills for Learning, Skills for Life and Skills for Work](#) and draw from the following main skills areas:

1   Literacy
1.1   Reading

2   Numeracy
2.3   Information handling

4   Employability, enterprise and citizenship
4.6   Citizenship

5   Thinking skills
5.3   Applying
5.4   Analysing and evaluating

These skills must be built into the course where there are appropriate opportunities and the level should be appropriate to the level of the course.

Further information on building in skills for learning, skills for life and skills for work is given in the course support notes.

Course assessment

Course assessment is based on the information provided in this document.

The course assessment meets the key purposes and aims of the course by addressing:

♦ breadth — drawing on knowledge and skills from across the course
♦ 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 enables candidates to:

♦ draw on and apply the skills, knowledge and understanding acquired during the course, assessed in the question paper and the assignment
♦ demonstrate breadth of skills, knowledge and understanding from across the course, assessed in the question paper
♦ demonstrate challenge and application related to an appropriate geographical topic or issue, assessed in the assignment

Course assessment structure: question paper

Component 1: question paper   80 marks

The question paper allows candidates to demonstrate application of the following skills and breadth of knowledge and understanding from across 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 interpretation

The question paper has 80 marks out of a total of 100 marks. The question paper is therefore worth 80% of the overall marks for the course assessment.

The question paper has three sections:

♦ Section 1: physical environments (30 marks) — candidates have a choice of question on landscape type; they must answer all other questions
♦ Section 2: human environments (30 marks) — candidates answer all questions
♦ Section 3: global issues (20 marks) — candidates answer two from six options. The options are: climate change, natural regions, environmental hazards, trade and globalisation, tourism, and health. There is parity of demand between the options.

All sections comprise restricted/extended-response questions requiring candidates to draw on the knowledge and understanding and skills described in 'Skills, knowledge and understanding for the course assessment'.

There is differentiation within each question.

The question paper has a greater emphasis on the assessment of knowledge and understanding than the assignment. The other marks are awarded for demonstration of skills.

Setting, conducting and marking the question paper

The question paper is set and marked by SQA and conducted in centres under conditions specified for external examinations by SQA. Candidates complete this in 2 hours and 20 minutes.

Specimen question papers for National 5 courses are published on SQA's website. These illustrate the standard, structure and requirements of the question papers candidates sit. The specimen papers also include marking instructions.

Course assessment structure: assignment

Component 2: assignment   20 marks

The assignment allows candidates to demonstrate the following skills, knowledge and understanding within the context of a geographical topic or issue:

♦ 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 has 20 marks out of a total of 100 marks. The assignment is therefore worth 20% of the overall marks for the course assessment.

Candidates use specified resources during the production of evidence stage. A structured template is available for the production of evidence; use of the template is not mandatory.

The assignment has a greater emphasis on the assessment of skills than the question paper.

Setting, conducting and marking the assignment

The assignment has two stages:

♦ researching
♦ production of evidence

SQA provides a brief for the generation of evidence to be assessed. Candidates have an open choice of geographical topic or issue. They research the topic/issue and organise and process their findings to address it, using the specified resources (Processed Information) collected during their research to support them in the production of evidence.

Teachers/lecturers should provide reasonable guidance on the types of topic or issue which enable candidates to meet all the requirements of the assignment. They may also guide candidates as to the likely availability and accessibility of resources for their chosen topic or issue.

Candidates undertake the research stage at any appropriate point in the course, normally when they have developed the necessary skills, knowledge and understanding. Candidates should undertake the production of evidence stage in time to meet the submission date set by SQA.

Assessment conditions

Time
The research stage is designed to be capable of completion over a notional period of 8 hours. A maximum of 1 hour is allowed for the production of evidence stage.

Supervision, control and authentication
The research stage is conducted under some supervision and control. This means that, although candidates may complete part of the work outwith the learning and teaching setting, teachers/lecturers should put in place processes for monitoring progress and ensuring that the work is the candidate's own and that plagiarism has not taken place. For example:

♦ interim progress meetings with candidates
♦ questioning
♦ candidate's record of activity/progress
♦ teacher/lecturer observation

Group work approaches are acceptable as part of the research stage. However, there must be clear evidence for each candidate to show that they have met the evidence requirements.

The production of evidence stage is conducted under a high degree of supervision and control and should be carried out:

♦ independently by the candidate
♦ within a maximum time of 1 hour — this can be a continuous period of time or split over a number of subject lessons
♦ in time to meet a submission date set by SQA
♦ when the candidate is ready

During the production of evidence stage:

♦ it is the responsibility of the centre to ensure candidates are given no more than the maximum time
♦ if the report is produced over a number of lessons, then the teacher or lecturer must retain candidates' work and store it securely between lessons to ensure that candidates do not add any additional materials to those they had at the start of the production of evidence stage

- teachers and lecturers must not provide any additional teaching or provide feedback in relation to the assignments between production of evidence sessions
- candidates can use two single-sided A4 Processed Information sheets or one single-sided sheet of A3 only

If the production of evidence is word-processed, centres must ensure that candidates do not have access to the internet or any other files (either on hard drives or portable storage).

During the period of the assessment, candidates must:

- be in direct sight of the teacher or lecturer (or other responsible person)
- not communicate with each other
- have access only to the Processed Information sheet (two single-sided A4 Processed Information sheets or one single-sided A3 Processed Information sheet)
- not receive any assistance from the teacher or lecturer

Evidence is submitted to SQA for external marking. All marking is quality assured by SQA.

Resources
During the researching stage there are no restrictions on the resources to which candidates may have access.

During the final production of evidence stage, candidates should have access only to the Processed Information sheet. This comprises material collected and processed during the research stage on up to two single-sided sheets of A4 or one single-sided sheet of A3.

Reasonable assistance
Candidates must undertake the assessment independently. However, reasonable assistance may be provided at the research stage and prior to the production of evidence taking place. The term 'reasonable assistance' is used to try to balance the need for support with the need to avoid giving too much assistance. If a candidate requires more than what is deemed to be 'reasonable assistance', they may not be ready for assessment or it may be that they have been entered for the wrong level of qualification.

Reasonable assistance may be given on a generic basis to a class or group of candidates, eg advice on how to develop a project plan. It may also be given to candidates on an individual basis.

When reasonable assistance is given on a one-to-one basis in the context of something the candidate has already produced or demonstrated, there is a danger that it becomes support for assessment. Teachers/lecturers must be aware that this should not go beyond reasonable assistance.

In the researching stage, reasonable assistance may include:

- directing candidates to the instructions for candidates
- clarifying instructions/requirements of the task

- advising candidates on the choice of a topic or issue
- advising them on possible sources of information
- arranging visits, including fieldwork, to enable gathering of evidence
- interim progress checks

In preparing for the production of evidence stage, reasonable assistance may include:

- advising candidates of the nature and volume of specified resources which may be used to support the production of evidence

At any stage, reasonable assistance does not include:

- providing the topic or issue
- directing candidate to specific resources to be used
- providing model answers
- providing detailed feedback on drafts, including marking

Evidence to be gathered
The following evidence is required for this assessment:

- Processed Information (two single-sided sheets of A4 or one single-sided sheet of A3)
- candidate evidence produced under a high degree of supervision

If a candidate does not submit Processed Information, a penalty of 4 marks out of the total 20 marks is applied.

Volume
There is no word count.

Grading

A candidate's overall grade is determined by their performance across the course assessment. The course assessment is graded A–D on the basis of the total mark for all course assessment components.

Grade description for C
For the award of grade C, candidates will typically have demonstrated successful performance in relation to the skills, knowledge and understanding for the course.

Grade description for A
For the award of grade A, candidates will typically have demonstrated a consistently high level of performance in relation to the skills, knowledge and understanding for the course.

Equality and inclusion

This course is designed to be as fair and as accessible as possible with no unnecessary barriers to learning or assessment.

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/assessmentarrangements

Further information

The following reference documents provide useful information and background.

♦ [National 5 Geography subject page](#)
♦ [Assessment arrangements web page](#)
♦ [Building the Curriculum 3–5](#)
♦ [Design Principles for National Courses](#)
♦ [Guide to Assessment](#)
♦ [SCQF Framework and SCQF level descriptors](#)
♦ [SCQF Handbook](#)
♦ [SQA Skills Framework: Skills for Learning, Skills for Life and Skills for Work](#)
♦ [Coursework Authenticity: A Guide for Teachers and Lecturers](#)
♦ [Educational Research Reports](#)
♦ [SQA Guidelines on e-assessment for Schools](#)
♦ [SQA e-assessment web page](#)

Appendix: course support notes

Introduction

These support notes are not mandatory. They provide advice and guidance to teachers and lecturers on approaches to delivering the course. They should be read in conjunction with this course specification and the specimen question paper and/or coursework.

Developing skills, knowledge and understanding

This section provides further advice and guidance about skills, knowledge and understanding that could be included in the course. Teachers and lecturers should refer to this course specification for the skills, knowledge and understanding for the course assessment. Course planners have considerable flexibility to select coherent contexts which will stimulate and challenge their candidates, offering both breadth and depth.

The course is intended to develop all the skills outlined in this course specification. Where possible, the skills should be developed and practised across all sections. Skills may be assessed in any part of the question paper and in the geography assignment.

The following skills can be taught in any section of the course:

♦ mapping skills, including the use of Ordnance Survey maps
♦ research skills, including fieldwork
♦ use of numerical and graphical information

It would be beneficial to develop numerical and graphical information skills in a topic or issue from within both the human environments and global issues sections. For example, in the human environments section, using numerical and graphical information to compare indicators from developed and developing countries, and in the global issues section, to compare the impact of an earthquake on the surrounding area. Likewise, mapping skills should be developed within both the human environments and physical environments sections.

In the physical environments section, the understanding of weather systems in the UK enhances understanding of global issues such as climate change. Likewise, understanding of global issues such as development and health may be enhanced by studying human environment issues such as population.

Learning about Scotland and Scottish culture enriches candidates' learning experiences and helps develop skills for learning, life and work. Where there are opportunities to contextualise approaches to learning and teaching to Scottish contexts, teachers and lecturers should do this.

Group work approaches can be used within the sections of the course where it is helpful to simulate real-life situations, share tasks and promote team-working skills.

Approaches to learning, teaching and assessment

The National 5 Geography course is a study of the interaction of physical and human processes on geographical topics and issues. There are opportunities throughout the course to reinforce and deepen learning by making links between aspects of knowledge and understanding across sections, depending on the particular topics, issues and contexts studied.

There is no recommended teaching order for this course. However, candidates should have the opportunity to study a range of topics before they choose a geographical topic or issue for their assignment. The development of skills should be a part of teaching and learning from the outset to help candidates progressively build up their skills throughout the course.

Candidates learn best when they:

♦ understand clearly what they are trying to learn, and what is expected of them
♦ are given feedback about the quality of their work, and what they can do to make it better
♦ are given advice about how to make improvements and are fully involved in deciding what needs to be done next
♦ know who can help them if they need it

Teachers and lecturers should:

♦ encourage and support independent learning
♦ help candidates understand the requirements of the course by sharing learning/assessment criteria
♦ deliver effective feedback
♦ encourage candidates to set their own learning objectives
♦ encourage candidates to assess the extent of their existing knowledge
♦ encourage self- and peer-evaluation
♦ question effectively using higher order questioning when appropriate

The use of assessment for formative purposes can help raise attainment by:

♦ giving feedback
♦ detailing progress
♦ identifying candidates' strengths and areas for development

The National 5 Geography course has three areas of study:

♦ Geography: physical environments
♦ Geography: human environments
♦ Geography: global issues

Geography: physical environments

This section provides suggestions and examples of how learning and teaching can be approached in the physical environments section.

Personalisation, choice and inclusion

Four landscape types are identified, two of which should be chosen for learning and teaching. This allows for a degree of personalisation and choice. Centres should select from **either** glaciated uplands and coastal landscapes, **or** upland limestone, and rivers and their valleys.

The United Kingdom focus further promotes choice through the case study areas used. Personalisation and choice are key components of this course. Enjoyment and enthusiasm for the subject may be increased by giving candidates the freedom to choose landscape types and/or case study areas. By using learning and teaching techniques, such as co-operative learning, there is the potential for a single class to investigate different landscape types independently, then to engage in peer-learning.

Considerations for teaching and learning

This section gives some topics that might be considered when planning the delivery of the physical environments section:

♦ choosing the landscape types
♦ inclusion of basic Earth science
♦ the case for fieldwork
♦ identification of resources and relevant organisations

Choosing the landscape types

Centres should consider how best to identify the two landscape types to be studied:

♦ glaciated uplands
♦ coastal landscapes
♦ upland limestone
♦ rivers and their valleys

For the purposes of the question paper, in the National 5 course specification, the landscape types are grouped into two pairs. Centres should select **two** landscape types, from **either**:

♦ glaciated uplands and coastal landscapes
   or
♦ upland limestone, and rivers and their valleys

With careful planning it may be possible to study more than two landscape types within a class, for example by incorporating the study of an additional landscape type into the assignment. This approach could increase personalisation and choice as well as candidates' levels of enjoyment.

Inclusion of basic Earth science

Candidates' understanding of landscape types are enhanced through an understanding of Earth science at an appropriate level.

♦ Glaciated uplands requires candidates to understand:
  — past climate change of glacial and interglacial periods
  — landscape weathering (such as freeze-thaw weathering)
♦ Coastal landscapes requires candidates to understand:
  — role of rock type (and hardness) on creation of landforms
  — role of geological strata controlling cliff shape and form
♦ Upland limestone requires candidates to understand:
  — rock classification (what is a sedimentary rock?)
  — formation of carboniferous limestone in shallow tropical seas
  — role of glacial erosion in exposing limestone to weathering
  — landscape weathering (such as freeze-thaw weathering)
♦ Rivers and their valleys requires candidates to understand:
  — how different rock types erode
  — role of relative rock hardness in landform formation

Although these topics may at first appear challenging, the core concepts are embedded in much of the Earth science teaching currently delivered in upper primary and lower secondary.

Inclusion of aspects of Earth science also supports holistic learning when the topics for the global issues section are considered. If teachers and lecturers are considering the delivery of the climate change or environmental hazards topics in particular, then coverage of basic Earth science will be both worthwhile and complementary.

The case for fieldwork

Fieldwork should be seen as a key element of geographical learning. It can be used to reinforce map skills, build independent research skills and expand candidates' understanding of landscapes and weather in the United Kingdom.

Fieldwork should be seen within the context of outdoor learning (OL). Teachers and lecturers might consider fieldwork at a range of levels; from the immediate school grounds which can be accessible within the normal teaching timetable, to local day trips and residential opportunities within Scotland and the United Kingdom.

Fieldwork opportunities, at any level, are a powerful way of building the four capacities into the curriculum. The Education Scotland Outdoor Learning resources are an excellent starting place to explore generic issues of learning and teaching outdoors. Most local authorities also have a nominated OL contact who can give local advice or suggestions.

The case for fieldwork is even greater at National 5 for candidates who plan to progress to the Higher and Advanced Higher Geography courses. Skills and experiences of gathering

quality data safely, at an early stage in a geographer's education, gives them the best possible chance of progressing in the subject.

Suggested resources and organisations

This section provides details of organisations and sources of information which teachers and lecturers may find useful to update and invigorate learning, teaching and assessment across National 5 Geography and beyond.

UK national parks

Examples include:

♦ Cairngorm National Park
♦ Loch Lomond and The Trossachs National Park
♦ Yorkshire Dales National Park

Both Scottish national parks have worked closely with the National Nature Reserves and Education Scotland to produce resources for Scottish schools.

For upland limestone landscapes, teachers and lecturers may find the Yorkshire Dales National Park Authority particularly useful.

Geoparks

Geoparks are territories with exceptional Earth heritage that use it to promote sustainable development. There are currently two in Scotland and others in England, Wales and Northern Ireland:

♦ Northwest Highlands Geopark
♦ Geopark Shetland
♦ The European Geopark Network

Other organisations which can reinforce geography learning

There are many organisations outwith schools and colleges which are keen to help in the delivery of education. The physical environments section gives ideal opportunities to engage with outside organisations which support the curriculum. In some cases these organisations may also be interested in visiting schools and colleges.

This list suggests some of the organisations which may be able to offer a real-life perspective on issues of land use, conflict and management:

♦ Royal Society for the Protection of Birds — charity and major Scottish landowner
♦ Scottish Natural Heritage — government body responsible for many rural issues
♦ John Muir Trust — charity and landowner
♦ BP — global energy company with a range of educational materials

Other possible sources of information to support learning are:

♦ Education Scotland: Outdoor Learning
♦ Thinking through Geography (for thinking skills activities)
♦ British Geological Survey
♦ Geological Society — rock cycle education materials
♦ Geobus — St Andrews University outreach project

The above lists are not exhaustive. Local agencies are often the most appropriate.

Geography: human environments

This section provides suggestions and examples of how learning and teaching can be approached in the human environments section.

Candidates and teachers and lecturers can choose from a wide variety of case studies of developed and developing countries. Many opportunities exist for centres to engage candidates in fieldwork relevant to the course. Opportunities may exist for fieldwork in the local area or as part of an educational visit.

There are many different ways of delivering the human environments section and centres should structure their delivery in a manner appropriate to their local needs.

Personalisation, choice and inclusion

Personalisation and choice are key components of this course. By giving candidates the freedom to choose case study areas, their enjoyment and enthusiasm for the subject can be maximised. By using learning and teaching techniques, such as co-operative learning, there is the potential for a single class to investigate different case studies independently, then to engage in peer-learning. This style of approach would also support meaningful assessment of candidates' knowledge and understanding as well as embracing the four capacities.

Considerations for teaching and learning

This section considers some factors which may be relevant when planning the delivery of the human environments section.

Choosing case studies

Teachers and lecturers should consider how best to identify case study areas, for example choosing a developing world city in which to study issues related to informal housing settlements. Teachers and lecturers should focus on case studies which are interesting for candidates at National 5 level and for which there are resources available.

Fieldwork

Fieldwork should be seen as a key element of geographical learning. It can be used to reinforce map skills, build independent research skills, and expand candidates' understanding of geographical environments.

The urban geography part of the human environments section provides good opportunities for fieldwork which may be accessible and logistically straightforward. Sphere of influence studies, comparisons of urban zones and the use of urban transects, for example, might help not only to reinforce the skills and knowledge required at National 5, but also give the opportunity for data to be gathered for use in the assignment.

Suggested resources and organisations

The list below suggests some of the organisations/contacts which may be able to offer a real-life perspective on issues of human development; population distribution and change; land use and change in urban areas; and explanations of land use and change in rural areas. In some cases these organisations may also be interested in visiting centres:

♦ British Red Cross
♦ National Geographic
♦ BBC Learning Scotland
♦ Oxfam UK
♦ Education Scotland: Outdoor Learning
♦ UK Census Bureau/Scotland's Census Online
♦ Traidcraft
♦ Fairtrade Foundation
♦ Practical Action

Personal investigation and research

Candidates may also use personal fieldwork to investigate a particular topic, such as changing land use in the local area. Opportunities exist for co-operative learning with each member of the group assigned a particular task in the investigation.

Audio/visual presentations

There are many clips available online to illustrate key points of the course, especially when studying issues in developing countries. Opportunities exist for co-operative learning while watching audio/visual presentations as each group may be assigned to note-taking for a particular presentation. This could take the form of a 'research carousel', with several groups watching various presentations, before sharing their findings. This form of research would allow for more than one case study to be investigated by a class and would be a good co-operative activity.

Case study examples

♦ Transforming industrial heartland — Liverpool and Randstad:
  — This video programme features two case studies in Europe: *Liverpool: A Tale of Two Cities* and *Randstad: Preserving the Green Heart*. The city of Liverpool in England and the metropolitan region of the Randstad in the Netherlands are tied together by the common themes of modernisation, transportation and trade, as well as quality of life issues.

- Urban and rural contrasts — Delhi and Dikhatpura:
    - This video programme features two case studies on India in the region of South Asia: *Delhi: Bursting at the Seams* and *Dikhatpura: Help Through Irrigation.*
- Recording pedestrian flow using mobile phones and Google Earth:
    - Candidates can use grid references to locate pre-determined points in an urban area. They then record pedestrian flows, and use their mobile phones to text their data back to a central location. The data is used to plot flows on Google Earth, or free online geographic information systems can be used to create 3D field maps. This is another excellent opportunity for co-operative learning. The website, Geography Teaching Today, provides extensive guidelines.

Demonstrations of practical tasks

Candidates benefit from practising and frequently using geographical techniques such as map reading.

In the human environments section, candidates should be able to interpret, collect and display information from maps and a variety of other sources, such as constructing and processing population pyramids.

Use of information and communication technology (ICT)

- There are many useful websites for candidates and educators to use, eg BBC Scotland Learning allows candidates to study at their own pace.
- Interactive map programmes are available which allow candidates to explore human environments from the classroom, eg Google Earth.
- Websites are excellent for the investigation of differences and similarities in basic human development issues between developed and developing countries, eg BBC Education, Cyber School Bus, GCSE Bitesize, World Bank, Scotland's Census.

Thinking skills

There are many online resources with tried and tested methods of encouraging thinking skills in geography. The following groups provide relevant mysteries activities for human environments: Staffordshire Teachers of Geography and Geography Teaching Today.

Mysteries allow candidates to focus on a particular question or scenario, with relevant and irrelevant information provided for them to decide on an answer or course of action. For example, in the human environments section, candidates may be given cards with facts about population distribution in a developing country and asked to explain the population distribution in that country. Some cards will have reasons explaining the distribution, others will have irrelevant facts. Candidates need to work out which are valuable to them. This allows them an opportunity to develop their skills of reasoning and evaluating.

Living graphs give candidates the opportunity to create theoretical graphs, annotated with real-life information. For example, a population pyramid of a developed and a developing country may be created. Comment cards with facts such as 'grandparents are rare' will then be given to each candidate, pair or group. Candidates will then have to decide where to place their comments and on which pyramid, before justifying their choice. This provides opportunity for co-operative learning.

Geography: global issues

This section provides opportunities for candidates to use numerical and graphical information in the context of a global geographical issue, and draw on this knowledge and understanding to give detailed explanations about **two** global issues, selected from the following topics:

♦ climate change
♦ natural regions
♦ environmental hazards
♦ trade and globalisation
♦ tourism
♦ health

The choice of issues is at the discretion of the centre. Candidates should have the opportunity to examine a range of sources related to the issue. These might include maps, diagrams, graphs, charts and statistical information, eg a table to show the percentage of deforestation over a given time frame; a map to show hurricane tracks in the North Atlantic; or a line graph to show tourist numbers in Greece.

Candidates may be expected to extract information from these sources and describe what they show. They should also feel confident displaying detailed information using numerical and graphical forms of presentation.

Candidates should outline the features of the two selected issues, briefly explaining the causes and effects on people and the environment.

Climate change		
Topic being studied	**Objectives**	**Guidance**
Identifying how the global climate has changed since the last ice age and why this is an issue.	Candidates examine evidence to identify how the climate has changed in the last 10,000 years.	A range of temporal evidence could be examined including: ♦ ice core analysis to show longer-term change (thousands of years) ♦ historical records, retreating glaciers and tree ring analysis to show more medium-term change (hundreds of years); ♦ more recent evidence (decades) to show changes in climate data, ice extent, and alterations to biodiversity
	Candidates identify the evidence to show that climate change is not a new phenomenon.	Through the interpretation of straightforward numerical and graphical information, candidates should describe, in detail, the main features of climate change.
Identifying the causes of global climate change.	Candidates give detailed explanations of the causes of climate change across a variety of scales from longer- to shorter-term change.	Causes of long-term climate change should be explored in detail, including the variations in the Earth's orbit, solar output and volcanic emissions. Causes of short-term climate change should be explored in detail, looking at enhanced greenhouse gas emissions and the role increased human activity plays in this.

Climate change

Topic being studied	Objectives	Guidance
Understanding the potential consequences of the effects of global climate change on people and the environment in contrasting locations.	Candidates could investigate evidence obtained from an internet search about the potential effects of climate change on people and the environment in different parts of the world to: ♦ give detailed explanations ♦ reach a conclusion(s)	Examples of internet search results and useful resources: ♦ rising sea levels in coastal margins in developing nations like Bangladesh, Philippines, Florida Keys, and the Great Barrier Reef, and the impact this could have on the economy and the environment Useful resource: Climate Change and Water in Bangladesh: information brief — IUCN ♦ by 2050, the UK can expect heatwaves every other year Useful resource: Effects of climate change — Met Office ♦ there may be an increase in waterborne diseases, poor air quality, and diseases transmitted by insects and rodents Useful resource: Climate change impacts — National Oceanic and Atmospheric Administration ♦ longer growing seasons in more northerly latitudes, for example, by 8 weeks in Western USA Useful resource: Global Climate Change: Vital Signs of the Planet — Facts, Effects — NASA ♦ rising death toll and increased risk of wildfires due to heatwaves in North America Useful resource: Deaths surge in U.S. and Canada from worst heatwave on record ♦ increase in extreme weather events like tropical storms generating unprecedented economic and environmental losses, for example, in the Caribbean

Climate change		
Topic being studied	**Objectives**	**Guidance**
		Useful resource: [Impacts of Climate Change on Extreme Events in the Coastal and Marine Environments of Caribbean Small Island Developing States (SIDS) — CME (publishing.service.gov.uk](#))
		♦ opening up of Arctic Sea trade routes due to ice melt
		Useful resource: [Future of the Sea: Implications from Opening Arctic Sea Routes](#)

Climate change

Topic being studied	Objectives	Guidance
Understanding what can be done to respond to the threat of global climate change.	Candidates offer detailed explanations of the strategies that could be used in responding to and reducing the effects of climate change. Candidates appreciate that there needs to be a global strategy in order to tackle the effects of climate change.	Candidates should understand what can be done on a local level and by individuals, ie household recycling/reducing food miles, and getting involved in local initiatives like cycle to school. On a national level, they could show an appreciation of government initiatives like increased road tax on 'gas guzzlers' and incentives for low-emission vehicles and carbon-neutral homes. On an international level, they could show an understanding of global climate change agreements such as the Paris Climate Change Treaty (2015).
Identifying and selecting straightforward numerical and graphical information that can be used to show the challenges created by climate change as a global issue facing the world in the 21st century.	Candidates use numerical and graphical information to show understanding of the causes, effects and strategies involved in managing climate change.	Candidates could produce a written report for the United Nations that explains in detail the threats posed by climate change.

Natural regions

Topic being studied	Objectives	Guidance
Identifying the human induced pressures facing planet Earth in the 21st century.	Candidates examine evidence to extract basic information to identify examples of different types of environmental pressures people are putting on the planet.	The theories of Malthus and Boserup could be introduced to highlight the ongoing debate regarding resources use. Candidates begin to identify the relationship between increased levels of human use and the direct consequence of abuse experienced by the natural environment.
	Candidates show that as the global population continues to grow, the global search to satisfy the growing demands generated by people continues.	Candidates identify the evidence to show that human consumption of natural resources (water, electricity, food production) continues to increase, and through the interpretation of basic numerical and graphical information (socio-economic data to show increased GDP, energy use, calorie consumption, internet use, car ownership) outline the main features of this global issue.
Understanding why people have put increased pressure on the Earth.	Candidates give brief explanations of the causes for the increase in the demand of natural resources.	Candidates should outline briefly the reasons why people now over-consume, such as: ♦ increases in population ♦ increased disposable income ♦ access to technology ♦ improved wealth/health/wellbeing ♦ social change ♦ increased expectations
	Candidates examine the issue at contrasting levels in the developed and developing world to show that the	Candidates should outline briefly the effect that emerging economies have on increasing resource consumption, as is the case in China.

Natural regions		
Topic being studied	**Objectives**	**Guidance**
	issue is a global one and not confined to the developed world.	
Understanding the consequences of changing uses of the Earth's resources.	Candidates give brief descriptions and explanations of the effects that increased human activity can have on the natural environment in contrasting locations.	Candidates could explore the following consequences in more detail to exemplify the potential effects and impacts of increased human activity on the natural environment: ♦ the disappearance of the Aral Sea ♦ water shortages in Jordan/UAE ♦ water pollution in the Pacific ♦ deforestation in Sumatra ♦ the human-induced famine in East Africa
Identifying how environmental pressures can be managed responsibly to reduce their impact on the planet.	Candidates offer brief descriptions and explanations of the strategies that could be used in responding to and reducing the effects of human-induced impacts on the natural environment.	Candidates should understand what can be done on a local level and by individuals to reduce human resource abuse, for example: ♦ recycling ♦ monitoring carbon use through calculating carbon footprints ♦ off-setting carbon ♦ using water monitors in the home ♦ being aware of food miles On a national level candidates should have an appreciation of government and local authority initiatives, for example: ♦ increased road tax on 'gas guzzlers' ♦ incentives for low-emission vehicles

Natural regions		
Topic being studied	**Objectives**	**Guidance**
		♦ incentives for carbon-neutral homes ♦ the use of renewable energies ♦ incentives for off-setting carbon emissions ♦ reduced waste collection to encourage recycling
Identifying, selecting and interpreting straightforward numerical and graphical information that can be used to show the challenges created by increasing human activity as a global issue facing the world in the 21st century.	Candidates select at least one piece of numerical information and one piece of graphical information that has been produced/reproduced and presented to show candidates' understanding of the causes, effects and strategies involved in managing the impact of human activity on the natural environment.	Candidates could deliver a presentation on behalf of the government that briefly outlines the threats faced by continued human consumption, using selected evidence.

Environmental hazards		
Topic being studied	**Objectives**	**Guidance**
Identifying environmental hazards and why they are a global issue.	Candidates study examples of different types of environmental hazards and where in the world they happen.	Candidates could be introduced to geomorphological and meteorological hazards: ♦ Geomorphological: — earthquakes — volcanoes — landslides ♦ Meteorological: — floods — tropical storms — forest fires — droughts
	Candidates should know the difference between a natural hazard and a natural disaster and subsequently their relationships with people.	Using straightforward maps, candidates could identify locations where hazards occur and explore the idea that increased global population is putting more people at risk from them. Candidates could also find out if there is a relationship between natural hazards and a country's level of development.
Understanding what the causes of environmental hazards are and why that makes them a global issue.	Candidates appreciate that environmental hazards affect people in different ways and happen at contrasting locations.	Candidates could give detailed explanations of the causes of environmental hazards in developed and developing countries. For each named event, candidates could explain, in detail, the natural causes of the environmental hazard and, where appropriate, investigate how human activity might contribute to these causes.

Environmental hazards		
Topic being studied	**Objectives**	**Guidance**
	They should understand the concept of hazards as a risk and know that the greater the exposure to risk (how vulnerable they are and how this level of vulnerability will affect their capacity to cope), the more likely people are to experience an environmental hazard.	
Understanding why people live in areas at risk from natural hazards and what the risks are.	Candidates give detailed explanations of the effects a named environmental hazard can have on people, the economy and the environment in contrasting locations. Candidates should be aware that the different levels of vulnerability between those in the developed and developing world can influence the extent of these effects, ie the more developed world generally experiences greater economic losses, while the developing world generally experiences a higher death toll.	Candidates should be able to distinguish between immediate and longer-term effects and give examples of these in their explanations. It is also important that candidates can identify the effects that are of direct consequence to people, ie loss of life, injury and homelessness; economic consequences, ie job losses, destruction of business and implications for trade; as well as environmental consequences, ie habitat loss and destruction.
Understanding what can be done to manage the effects of environmental hazards.	Candidates give detailed explanations of the strategies used in hazard management. They should be provided with opportunities to explore	Candidates should consider what can be done by individuals to manage the risk of experiencing an environmental hazard as well as what can be done on a national level.

Environmental hazards		
Topic being studied	**Objectives**	**Guidance**
	the difference between prevention and mitigation of natural hazards. For a named environmental hazard event candidates should feel confident giving straightforward strategies used to help manage or prevent the environmental hazard.	Many of the strategies given will be as a result of an event that has taken place, however candidates should also be given an opportunity to consider what can be done to increase a country's capacity to cope with these events in the future.
Using numerical and graphical information to show the challenges created by environmental hazards as a global issue facing the world in the 21st century.	Candidates use graphical information to show their understanding of the causes, effects and strategies involved in managing named examples of natural hazards.	Candidates could present a news report on the events of an environmental hazard that explains in detail the threats faced by named environmental hazards.

Trade and globalisation		
Topic being studied	**Objectives**	**Guidance**
Understanding why globalisation is relevant to life in the 21st century and the issues associated with this concept.	Candidates learn about the concept of globalisation.	Candidates should begin to identify trends in the global patterns of trade and an example of a transnational corporation could be introduced to help exemplify the increased level of interdependence between the developed and developing world.
	Candidates would be expected to show an awareness of their role as global citizens and the increased way in which they rely on a global network to facilitate food, fashion and ICT in the 21st century.	For example, a telecommunications company that shows the developments in ICT which promote the development of localised industrial regions with global connections could be considered.
Explaining the changes that are taking place to global economies.	Candidates appreciate that global economies are changing. They should be able to give detailed explanations of the causes of these changes and their relative importance to developed and developing countries.	Candidates should consider the decline in the primary and secondary sector in the UK that led to deindustrialisation and the reasons for this, including resource depletion, competition from cheap imports, mechanisation and social change.

Equal time should be given to the growth of emerging economies in developing nations and the catalysts for growth, access to raw materials, cheap and readily available labour, and tax incentives.

The Clarke-Fisher model could be used to show changing employment in countries at different levels. |

Trade and globalisation		
Topic being studied	**Objectives**	**Guidance**
Understanding who the winners and losers are when new economies emerge.	Candidates give detailed explanations of the effects which changing global economies can have on people, the economy and the environment in contrasting locations.	Candidates could examine in detail the growth of an emerging economy, perhaps in South-East Asia. They should learn about the advantages and disadvantages of this growth for the economy, people employed in the industry and wider community, and surrounding natural environment. Equal consideration should be given to the advantages (reduced unemployment, increased gross domestic product, global awareness) and the disadvantages (unfair trade, over reliance on developed nations). Candidates should also give consideration to the effects caused by industrial decline in developed nations.
Explaining why strategies can be adopted to promote fair trade.	Candidates should offer detailed explanations of strategies that could be used to manage the economic, social and environmental impacts of changes to the economy.	Candidates should consider the promotion of growth, fair trade and co-operatives in ensuring emerging economies, those employed in them, and the surrounding environments are protected.
Using straightforward numerical and graphical information to show the challenges created by globalisation and trade as a global issue facing the world in the 21st century.	Candidates use numerical and graphical information to show their understanding of a global issue, its causes, effects and the strategies involved in changing economies in developed and developing countries.	Candidates could present a report on the events of economic change that explains the issues surrounding changing patterns of trade and globalisation.

Tourism		
Topic being studied	**Objectives**	**Guidance**
Describing the patterns which have led to the growth in tourism and explaining how this has resulted in tourism becoming a global issue.	Candidates examine evidence to extract straightforward information to identify examples of different types of tourism and where in the world they happen such as long haul, city break, extreme/adventure, mass tourism and eco-tourism.	Candidates should begin to identify trends in the global factors that influence tourism, eg increased leisure time, higher disposable income, relaxed European Union borders, global recession/rates of inflation, and budget airlines versus fuel price increases. The relationship between successful global tourism and gross domestic product could be exemplified to show the importance of tourism to the economy in developed and developing nations.
Understanding where tourism develops and what factors are responsible for the development and growth of global tourism.	Candidates appreciate that tourism can develop in different ways and at contrasting locations as a result of a variety of natural and man-made factors, eg pleasant climate, unique physical geography and outstanding architecture, eg the Guggenheim Museum in Bilbao, Spain.	Candidates give brief explanations of the causes of the growth of tourism in the developed world, for example: ♦ Center Parcs ♦ Cities of Glasgow, Bath, and Edinburgh ♦ Lake District/Cairngorms National Park ♦ Florida Keys and the Great Barrier Reef Candidates give one example of the growth of tourism in the developing world, for example: ♦ Machu Picchu ♦ Angkor Wa ♦ Borneo ♦ Thailand For each named example, candidates should give brief explanations of the natural and man-made factors that contributed

Tourism		
Topic being studied	**Objectives**	**Guidance**
		to establishing tourism in this location. This could be exemplified by using the Butler Model to show the life cycle of tourist growth and decline and where the destination sits in this cycle.
Explaining who the winners and losers in global tourism are.	Candidates give brief descriptions and explanations of the effects, positive and negative, that the growth of tourism can have on people, the economy and the environment in contrasting locations.	Candidates should be encouraged to provide specific examples for each of the consequences and where possible, evidence from the numerical and graphical data they have used to investigate the issue, eg numbers employed in tourism/CO_2 levels/out migration/resource consumption. The obvious financial growth and contribution should be looked at specifically for each destination and consideration should be given to the concept of 'financial leakage' when considering the economic effects. Equal time should be spent looking at the social effects (cultural dilution/fractured communities/multiplier effect) and the environmental effects (water, air and noise pollution/land degradation/urbanisation). For example, the rapid growth of tourism in Dubai and the development of wilderness tourism in Antarctica could be considered.
Explaining how global tourism can be managed in an effective and responsible way.	Candidates offer brief descriptions and explanations of the strategies that could be used to encourage responsible tourism.	For a named tourist destination in the developed world and one in the developing world, candidates should feel confident giving strategies used to encourage tourist growth in a responsible way, while at the same time responding to and preventing a decline in tourism.

Tourism		
Topic being studied	**Objectives**	**Guidance**
		It may be appropriate to look at an example of an 'eco-destination' at this point, if not done so already, to model strategies for responsible tourism.
Identifying, selecting, and interpreting straightforward numerical and graphical information that can be used to show the challenges created by tourism as a global issue in the 21st century.	Candidates select at least one piece of numerical and one piece of graphical information that has been produced/processed and presented to show the candidates' understanding of the global issue, its growth, effects and strategies involved in managing tourism in contrasting locations.	Candidates could design a poster presentation to be delivered at the World Tourism Awards that briefly outlines, using selected evidence, the changes taking place in global tourism, the consequences of these, and how the issue can be managed effectively in the 21st century.

Health		
Topic being studied	**Objectives**	**Guidance**
Understanding the patterns in development that have led to global health issues in the 21st century.	Candidates examine evidence to extract basic information to begin to understand the relationship between levels of development and health. Candidates should begin to identify patterns between the level of economic development and wellbeing of people in contrasting locations in the developed and developing world.	Through the interpretation of basic numerical and graphical information, candidates should outline the main features of this global issue. Comparisons could be drawn between socio-economic data to show levels of economic development, for example: ♦ gross domestic product ♦ gross national product ♦ energy use ♦ calorie consumption ♦ internet use ♦ car ownership could be compared with levels of health: ♦ people per doctor ♦ incidence of disease ♦ health expenditure per person The World Health Organization website allows a selection of data sets to be examined.
Explaining why global health issues become an increasing concern.	Candidates give brief explanations of the causes for the increase in global health issues and the relationship between levels of development.	Candidates are encouraged to use case study evidence of the health issues associated with increased levels of wealth in the developed world and the subsequent rise in heart disease and the obesity epidemic (UK/Scotland/USA/China), and compare this with the health issues associated with less developed countries,

Health		
Topic being studied	**Objectives**	**Guidance**
	Candidates would be expected give brief explanations of how levels of development have increased the incidence of these health issues.	eg malaria in South-East Asia or East Africa (there are 107 countries to select from), and HIV/Aids in Sub-Saharan Africa.
Explaining the consequences of the relationship between changing levels of development and health.	Candidates give brief descriptions and explanations of the effects specific health issues can have on people and the economy in contrasting locations in the developed and developing world.	Candidates would be expected to use case study evidence and, where appropriate, evidence from selected numerical and graphical sources of information to support these explanations.
Explaining how levels of development can help in reducing global health issues.	Candidates offer brief descriptions and explanations of the strategies that could be used to help reduce the global health issues associated with contrasting levels of development.	Candidates should feel confident giving basic strategies used on a variety of scales by individuals, communities and countries to minimise the causes of these health issues and, where possible, strategies to help eliminate the issue in the 21st century.
Identifying, selecting and interpreting straightforward numerical and graphical information that can be used to show the challenges created by development and health as a global issue facing the world in the 21st century.	Candidates select at least one piece of numerical and one piece of graphical information that has been produced/processed and presented to show candidates' understanding of the global issue, its growth, effects and strategies involved in managing development and health in contrasting locations.	Candidates could write a report to be delivered at the World Health Organization that briefly outlines, using selected evidence, the changes taking place in global development, and the impacts of this on global health in the 21st century.

Preparing for course assessment

In the course assessment there is broad parity between the assessment of skills, and knowledge and understanding. Candidates draw upon, extend and apply the skills, knowledge and understanding they have gained throughout the course.

The question paper requires candidates to demonstrate skills, knowledge and understanding drawn from the mandatory content of the course. The question paper samples knowledge and understanding from across all three sections of the course and also requires application of skills in any context drawn from across each section.

The assignment requires candidates to demonstrate challenge and application related to an appropriate geographical topic or issue. Candidates research and use information to demonstrate knowledge and understanding of the topic or issue studied. Candidates write up the results of their research on the topic or issue under controlled assessment conditions.

Teachers and lecturers should refer to this course specification for further information.

Preparation for the question paper:

♦ This may be done individually, in small groups or within the class or group as a whole, at the discretion of the teacher or lecturer.

Preparation for the assignment:

♦ The suggested overall time allocation for the assignment is at the discretion of the centre. This time may be used by candidates for identifying and agreeing a topic or theme for the assignment; gathering information; and carrying out the research. This may include using books, the internet, interviews, fieldwork, etc; interpreting and explaining their findings; drawing conclusions; and preparing for the production of evidence stage. This time may be distributed over the course or may be concentrated in larger blocks of time.

Further advice and guidance on types of questions, level of demand of sources, and making assessment judgements is provided in the specimen question paper and marking instructions.

Developing skills for learning, skills for life and skills for work

Course planners should identify opportunities throughout the course for candidates to develop skills for learning, skills for life and skills for work.

Candidates should be aware of the skills they are developing and teachers and lecturers can provide advice on opportunities to practise and improve them.

SQA does not formally assess skills for learning, skills for life and skills for work.

There may also be opportunities to develop additional skills depending on approaches being used to deliver the course in each centre. This is for individual teachers and lecturers to manage.

Through the successful completion of this course, important skills for learning, life and work are developed. A full list of these is contained in this course specification.

1   Literacy

1.1   Reading
Geography lends itself to the development of literacy skills, particularly reading. Candidates should be encouraged to read, as widely as possible, a range of relevant articles in order to facilitate progression to other courses and the world of work.

Geography has a particular role in developing map reading skills in order to extract information. In addition, candidates may read a variety of articles and reports about a topic or issue they are studying, including from newspapers in print or electronic form. They may study these alongside academic research or government reports at an appropriate level.

This means that they are able to consider many different types of writing and consider their benefits and limitations in terms of providing information to help them complete the assignment.

Throughout this course there are opportunities for candidates also to develop their writing skills.

2   Numeracy

2.3   Information handling
Skills of numeracy are developed through the evaluation of a range of numerical, statistical and graphical sources of information.

In their study of global issues, candidates encounter and use a wide range of numerical, graphical and pictorial information. They use statistical information in a range of formats, eg line graphs, pie charts and bar graphs. They should be encouraged to use information from a range of sources and to interpret and evaluate this data.

4   Employability, enterprise and citizenship

4.6   Citizenship
Citizenship is an important aspect of this course. By studying global, geographical and environmental issues (eg Fair Trade) and how they impact on individuals, society and the environment, candidates gain awareness of issues which are having an impact on our world today, and which will continue to do so in the future.

The course provides opportunities for candidates to deepen their understanding of geographical and environmental topics or issues facing society. Geography provides opportunities to consider global issues of sustainability. The global nature of geography allows candidates to broaden their horizons and reflect on life in other countries thereby deepening their understanding of life within their own society.

5   Thinking skills

Thinking skills are developed as part of the course. As candidates develop their knowledge and understanding of issues and events, they apply their knowledge to real events and issues. Geography plays a significant role in developing and integrating knowledge and skills from both a social subjects and physical sciences perspective.

5.3   Applying
5.4   Analysing and evaluating
The course involves candidates in extensive work to analyse and evaluate different sources of information. Teachers or lecturers should direct more able candidates to more complex, and potentially richer sources of information.

Examples of analysis and evaluation likely to be found within a National 5 Geography assignment include:

♦   identifying features and using information from a range of maps including Ordnance Survey maps
♦   considering the usefulness of a particular research method, eg fieldwork versus an interview or survey
♦   comparing approaches to the management of environmental issues

Administrative information

Published: May 2024 (version 5.0)

History of changes to course specification

Version	Description of change	Date
2.0	Course support notes added as appendix.	September 2017
3.0	Penalty for non-submission of Processed Information added to 'Evidence to be gathered' section.	July 2019
4.0	In the climate change table on pages 28–29 of the course support notes, content has been updated in the objectives and guidance columns.	July 2021
5.0	Reference to shanty towns has been removed and replaced with 'informal housing settlements'. In 'Assessment conditions' the 'Time' and 'Supervision, control and authentication' sections have been updated.	May 2024