

National 5

Geography

Course toolkit



Command words

Ways to revise

Course outline

Exam structure

N5 Skills

Topic checklists

NATIONAL 5 EXAM QUESTION TYPES

DESCRIBE

You should make a list of key, relevant points which answer the question being asked. Give an account of the characteristics of the phenomena, by giving information which paints a complete picture. You will be awarded 1 mark for a basic point and 2 marks for an extended point.

Worth between 4 and 6 marks

DESCRIBE, IN DETAIL

You should follow a similar structure to answering describe question, but should also give reasons for these key points and develop upon your answer.

Worth between 4 and 6 marks

GIVE ADVANTAGES AND / OR DISADVANTAGES

When answering this type of question, you must select relevant advantages or disadvantages of a proposed development and show understanding of their significance to the proposal. Marks will often be awarded for accurate map evidence – grid references and/or names. Remember, if the question asks for *both*, you must give advantages and disadvantages for full marks. You also need to give grid references and/or named examples from the map for full marks. You will be awarded 1 mark for a basic point and 2 marks for an extended point.

Worth between 4 and 6 marks

EXPLAIN

These types of questions require you to demonstrate knowledge and understanding in your answer. You should make your point in one sentence and use words like "because" or "as" to make connections and explain your point. You may give a number of straightforward reasons, a smaller number of developed reasons, or a combination of both. You will be awarded 1 mark for a basic point and 2 marks for an extended point.

Worth between 4 and 6 marks

GIVE MAP EVIDENCE

These types of questions test your map interpretation skills. You must look for evidence on the map and make clear statements to support your answer. You will be awarded 1 mark for a basic point.

Worth between 3 and 4 marks

MATCH

These types of questions test your interpretation skills of different types of geographical information. You will be asked to match two sets of variables by using your map interpretation skills. You will be awarded 1 mark for each correct answer.

Worth between 3 and 4 marks

GIVE REASONS

These types of questions often require you to use information from sources, and 'give reasons' for what you see happening. Similar to 'explain' questions, you must use the words 'because' or 'as' in your answer. This will allow you to check that you have explained and not just described in your answer. You may give a number of straightforward reasons, a smaller number of developed reasons, or a combination of both. You will be awarded 1 mark for a basic point and 2 marks for an extended point.

Worth between 4 and 6 marks

Ways to revise in Geography

FLASHCARDS

Simply create with questions on side and answers on the other side. You can colour code for specific topics and quiz yourself or others.

Post its can be also useful for key words and timelines



How to use in Geography

Key Terms

Create for key words and terms

Processes

Create for the processes that shape the physical and human world

Questions (Describe)

General, Evidence,
Odd-one-out

Using Flashcards

Using the Leitner Method, using the video below

<https://youtu.be/C20EvKtdJwQ>

You can also create excellent flashcards online or on your phone using Quizlet which also had an app.



EXAM QUESTIONS AND PAST PAPERPS

Testing what you know is a powerful tool in revision; the effort to remember something really strengthens your memory

Completing past paper questions and then checking the marking scheme and marking our own answer against the SAQ answer helps you to understand the standard they want you to perform at.



Revision Notes

BBC Bitesize is good for creating:

1. Revision notes
2. Mind Maps



<https://www.bbc.co.uk/bitesize/subjects/znbw2hv>

1. Create a mind-map to identify the key processes; places, key terms and concepts in a topic and colour code the themes. E.g. natural causes and evidence of climate change.
2. Mapping out what you can remember about a topic before you start.

Ultimately... there is no shortcut for hard work...
You need to practice,
practice, and practice!!



THE BIG PICTURE

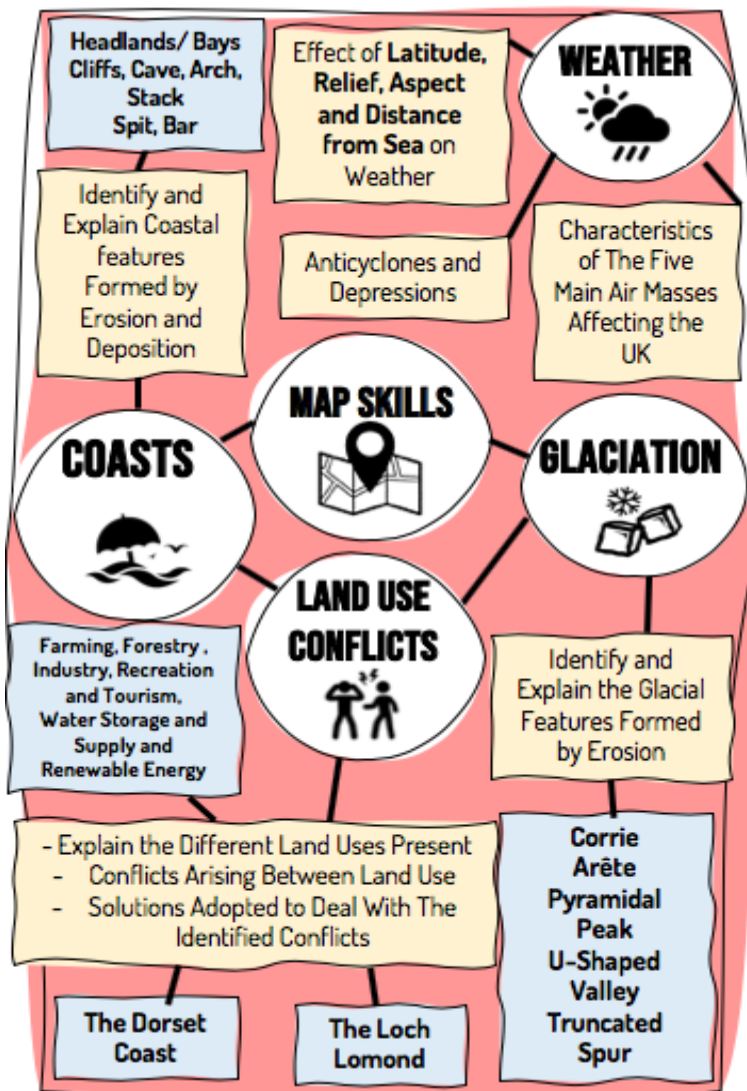
The best way to aid your understanding of geography is to make sure you are confident with the big 'overview' story before you begin revising individual topics.

**PUSH YOURSELF
BECAUSE, NO ONE
ELSE IS GOING
TO DO IT FOR YOU.**

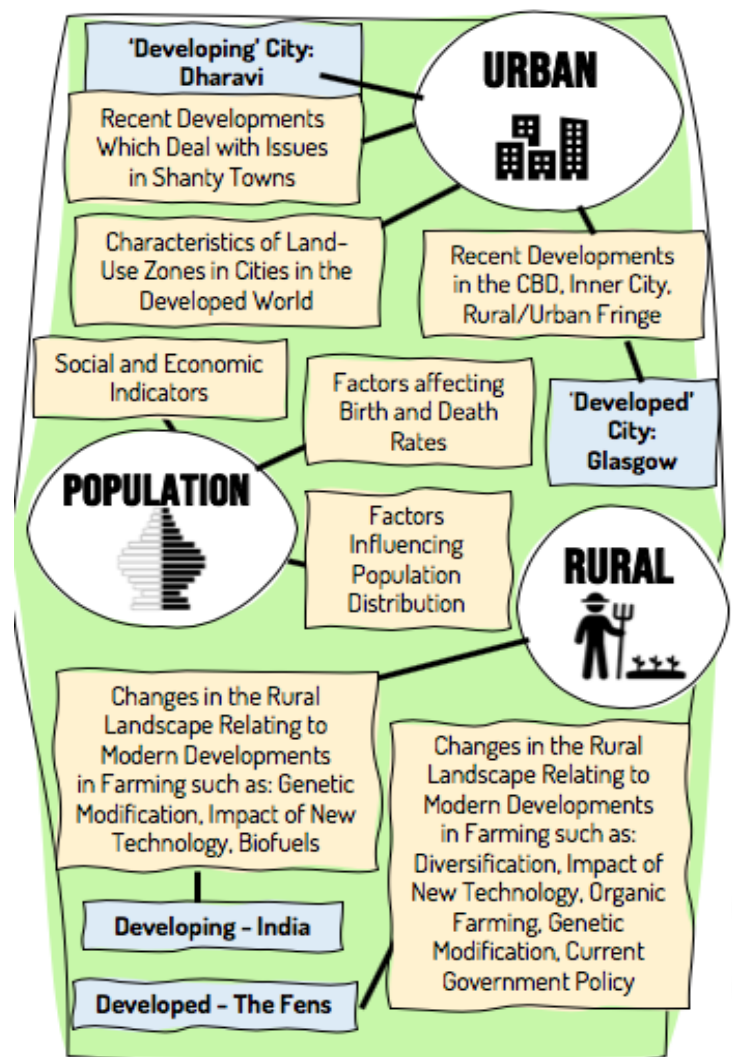
<https://www.sqa.org.uk/pastpapers/findpastpaper.htm?subject=Geography&level=N5> (past paper questions)

National 5 Geography: Course Outline

Unit 1 Physical ENVIRONMENTS (30 marks)

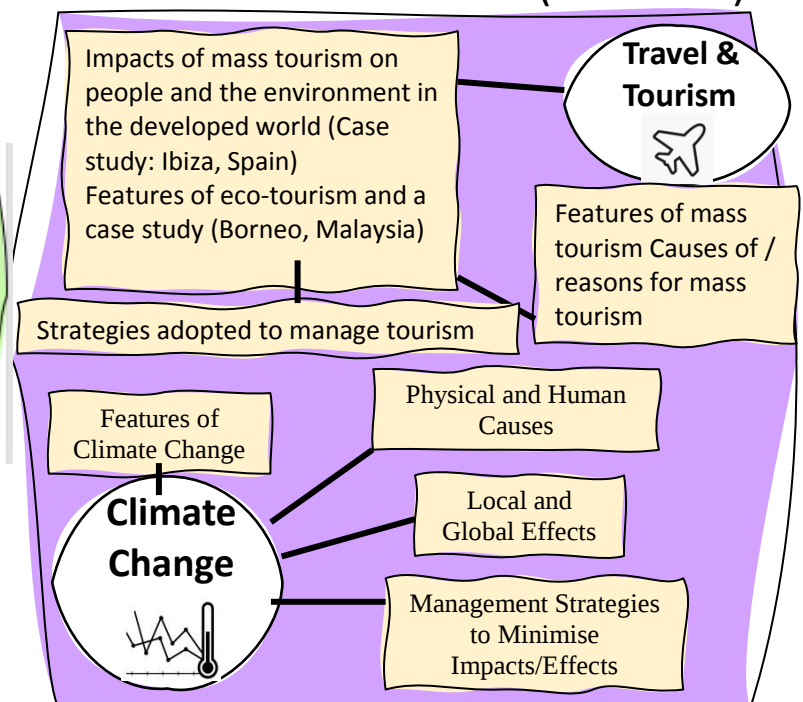
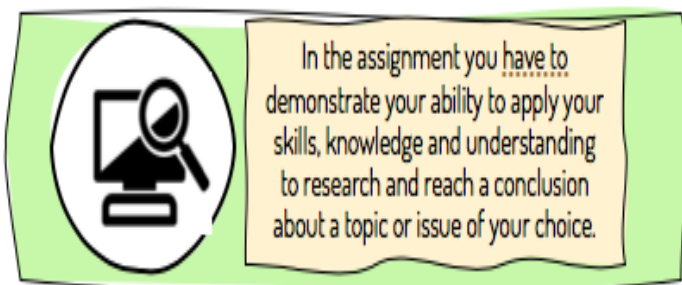


UNIT 2 Human ENVIRONMENTS (30 Marks)



UNIT 3 Global ISSUES (20 Marks)

The Assignment (20 Marks)



Assessment Structure

The Exam:

Question paper 80 marks

This question paper has three Sections.

You will have 2 hour and 20 minutes.

Section 1: Physical Environments will have 30 marks.

- You must answer the Glaciation or Coasts question only

Section 2: Human Environments will have 30 marks.

Section 3: Global Issues will have 20 marks.

- You must answer the Tourism and Climate Change questions in this section only



The Assignment:

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.

- For the assignment you complete a Geographical study/project of your choice. This takes place over 8 hours between class and home.
- Then you have to write up your findings of the assignment in class. This is done under exam conditions in a 1 hour sitting.



National 5
Coursework
Assessment Task



National 5 Geography
Assignment
Assessment task

N5: Geography Skills

MAP SKILLS

Using a wide range of mapping skills and techniques in geographical contexts which may be familiar or unfamiliar, including the use of Ordnance Survey maps

EVALUATING

Researching and evaluating a wide range of information collected from a range of sources about complex geographical issues

RESEARCHING

Using a wide range of research skills and techniques, including fieldwork skills, in geographical contexts which may be familiar or unfamiliar

INTERPRETATION AND SOURCE HANDLING

Using a wide range of numerical and graphical skills and techniques in geographical contexts which may be familiar or unfamiliar

APPLYING UNDERSTANDING

Developing and applying factual and theoretical knowledge and understanding of processes and interactions at work within human environments in a range of urban and rural, and developed and developing societies

THINKING SKILLS

Developing problem solving skills and ability to justify responses. Display communication and group work skills to reach a conclusion of tackle challenging tasks.

Topic Checklist

Physical environments

Coasts

AREA/TOPIC	RED	AMBER	GREEN
I can list the 4 processes of erosion			
I can explain the 4 processes of erosion			
I can explain the formation of cliffs and wave-cut platforms.			
I can explain the formation of headlands and bays			
I can explain the formation of caves, arches, stacks, and stumps			
I can explain the formation of a sandspit.			
I can explain the formation of a sandbar			
I can draw an annotated diagram of each coastal feature.			
I can identify these features on an O.S map			
I can list the land uses at a coastal area			
I can explain the land uses at a coastal area			
I can explain the land use conflicts at the coastline.			

Glaciation

AREA/TOPIC	RED	AMBER	GREEN
I can list the 4 processes of erosion			
I can explain the 4 processes of erosion			
I can explain the formation of a corrie			
I can explain the formation of a pyramidal peak			
I can explain the formation of an arete			
I can explain the formation of u-shaped valley			
I can explain the formation of a truncated spur			
I can draw an annotated diagram of each glacial feature.			
I can identify these features on an O.S map			
I can list the land uses in a glaciated area			
I can explain the land uses in a glaciated area			
I can identify glaciated land uses on an O.S map.			

Weather

AREA/TOPIC	RED	AMBER	GREEN
I can explain how latitude affects UK weather.			
I can explain how aspect affects UK weather			
I can explain how relief affects UK weather			
I can explain how distance from the sea affects UK weather			
I can list the 5 main air masses that influence the UK.			
I can explain the weather associated with each air mass			
I can explain the advantages and disadvantages of the tropical continental air mass.			
I can explain the advantages and disadvantages of the tropical maritime air mass.			
I can explain the advantages and disadvantages of the Polar continental air mass.			
I can explain the advantages and disadvantages of the Polar maritime air mass.			
I can explain the advantages and disadvantages of the Arctic maritime air mass.			
I can explain the formation of a depression			
I can explain the weather associated with an anticyclone			
I can interpret weather circles			
I can interpret a synoptic chart			
I can give reasons for weather shown on a synoptic chart			

Human environments

Urban

AREA/TOPIC	RED	AMBER	GREEN
I can identify the characteristics of the CBD			
I can explain the characteristics of the CBD			
I can identify the characteristics of the inner city			
I can explain the characteristics of the inner city			
I can identify the characteristics of the suburbs			
I can explain the characteristics of the suburbs			
I can identify the characteristics of the rural-urban fringe			
I can explain the characteristics of the rural-urban fringe			
I can identify characteristics of the CBD on an O.S map			
I can identify characteristics of the inner city on an O.S map			
I can identify characteristics of the suburbs on an O.S map			
I can identify characteristics of the rural-urban fringe on an O.S map			
I can explain the changes that have taken place in Glasgows' CBD			
I can explain the changes that have taken place in Glasgows' inner city			
I can explain the changes that have taken place in Glasgows' suburbs			
I can explain the changes that have taken place in Glasgows' rural-urban fringe			
I can explain the social, economic, and environmental issues of living in a shanty town			
I can explain possible solutions/recent developments that improve conditions in shanty towns.			

Population

AREA/TOPIC	RED	AMBER	GREEN
I can describe a graph/map associated with population distribution/density.			
I can explain the human factors of population distribution			
I can explain the physical factors of population distribution			
I can identify social indicators of development			
I can explain these social indicators and give reasons for their use.			
I can identify economic indicators of development			
I can explain these economic indicators and give reasons for their use.			
I can explain the reasons for high birth rates			
I can explain the reasons for high death rates			
I can explain the reasons for low birth rates			
I can explain the reasons for low death rates			
I can explain the different stages of the demographic transition model (DTM)			
I can identify the differences between an LEDC population pyramid and an MEDC population pyramid.			
I can explain the issues of overpopulation			
I can explain strategies to deal with overpopulation			
I can explain the issues with an ageing population			
I can explain strategies to deal with ageing populations.			

Rural

AREA/TOPIC	RED	AMBER	GREEN
I can explain the impacts of diversification on farming in MEDCs.			
I can explain the impacts of government policy on farming in MEDCs.			
I can explain the impacts of organic farming in MEDCs.			
I can explain the impacts of gm crops on farming in MEDCs.			
I can explain the impacts of new technology on farming in MEDCs.			
I can explain the impacts of gm crops on farming in LEDCs.			
I can explain the impacts of biofuels on farming in LEDCs.			
I can explain the impacts of new technology on farming in LEDCs.			

Global Issues

Tourism

AREA/TOPIC	RED	AMBER	GREEN
I can describe a graph/map associated with this topic (a map showing popular tourist destinations)			
I can explain the causes of mass tourism			
I can explain the effects of mass tourism			
I can explain the causes of eco-tourism			
I can explain the effects of eco-tourism			
I can explain the impact of mass tourism on the people			
I can explain the impact of mass tourism on the people and environment			
I can explain the impact of eco-tourism on people and the environment			
I can explain the Ibiza case study			
I can explain the Borneo case study			
I can explain strategies to manage tourism			

Climate change

AREA/TOPIC	RED	AMBER	GREEN
I understand the effect greenhouses gases have on our atmosphere and I could explain the greenhouse effect.			
I can describe a map/graph about climate change			
I understand the physical causes of climate change			
I understand the human causes of climate change			
I can explain the physical causes of climate change from memory.			
I can explain the human causes of climate change from memory.			
I understand the local effects of climate change			
I understand the Global effects of climate change			
I can explain the local effects of climate change from memory			
I can explain the Global effects of climate change from memory			
I understand the local solutions to climate change			
I understand the National solutions to climate change			
I understand the Global solutions to climate change			
I can explain the Local solutions to climate change			
I can explain the National solutions to climate change			
I can explain the Global solutions to climate change			



Revision Strategies

(Revising isn't just reading and highlighting!!)



Practice Strategy (Do I do this often, sometimes, never?)	O	S	N
1:1 discussion with teacher about a specific topic/concept you are stuck on.			
Chart/map/plan/grid 'roadmap' of a section of the syllabus.			
Comparing model answers to my own work.			
Handing in extra work for marking/ feedback.			
Listening to audiobooks/ podcasts and writing down key points.			
Making a revision poster for my wall for each topic.			
Making a list of key terms/ vocabulary and turning them into flashcards (or putting them in an app to memorise).			
Making independent notes (refining notes).			
Use visuals with key terms/ concepts that are difficult to understand/ remember.			
Mind maps/ concept maps/ diagrams.			
Reading model answers.			
'Traffic-light' (RAG) rate the syllabus and focus in on weaknesses.			
Read examiner's report and mark schemes.			
Teach someone else about a topic.			
Use online resources/ recommended websites.			
Practice past exam papers, plan or answer questions.			
Work with a friend or study group.			
Watch relevant documentaries and make key notes.			