

# Linlithgow Learns

Supporting learners with their  
Higher Geography Assignment at  
home



# Assignment Information

- Higher Assignment builds on the skills developed to produce N5 Assignments.
- It is worth [30marks](#) (27% of **entire** grade).
- N5 Assignment was worth 20 marks so there is a 'higher' expectation from each candidate to write in more detail and to show more maturity, structure and terminology in their assignment.

# The Assignment in a nutshell...

- Research question
- Collect data to answer the topic
- Process the data into graphs
- Discuss the results – describe, explain and conclusions
- Write it up under exam conditions



# Structure

Section	Marks
Introduction/ background information.	0
A. Carrying out research on a geographical topic or issue	6
B. Use of and reference to Processed Information	6
C. Drawing on knowledge and understanding of the geographical topic or issue	6
D. Analysing Information	8
E. Reaching an overall conclusion, supported by a range of evidence	2
F. Communicating information	2

# Assignment Structure

## Introduction

- outline your topic
- background information
- can pick up 6 KU marks here
- will contribute to your 2 communication marks

## Research Methods

- give each method a heading
- explain what it is/how it works
- explain advantages and disadvantages
- 6 marks (3 each)

## Analysis

- set out your findings.
- you need to account for or explain your results  
8 marks
- refer to your PI (6 marks)

## Conclusion

- do not introduce any new info
- sum up findings  
- make links to research question
- 2 marks for drawing conclusion
- will contribute to your 2 communication marks



# How does this look

[Example from SQA Understanding Standards](#)

# How we are able to support students

- Two weeks of class time (10 periods) dedicated to this (first two weeks after Christmas break Jan 6th – Jan 20th)
- Students provided with support sheets – assignment guide and assignment write up structure
- Opportunity for feedback (students must meet deadlines which will be posted on Teams assignment)
- Teachers can answer specific questions students may have – the more specific the more helpful the answers can be
- 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.



# Introduction section

The following slides show what  
should be included in the  
introduction section



# Selection of a topic (Introduction section)

- Students can select and Geographical topic of their choice.
- No limitations
- Scope for fieldwork and/or desk-based research
- **Desk based approach this year** (based on student and SQA marker feedback)
- **Development comparison of two countries** with different HDI / PQLI development figures

**Research Aim/ Question:** What do you want to investigate and ultimately answer in your conclusion.

- Decide on their own research question – needs to have scope to DESCRIBE and EXPLAIN when answering.

# Possible questions

- Why does country X have a higher HDI score than country Y?
- Why is country X less developed than country Y?
- A comparison between ..X.. & ..Y.. and what has affected their development.



C. Drawing on **knowledge and understanding** of the geographical topic or issue (introduction section)

Candidates may gain marks in a number of ways **up to a maximum of 6 marks.**

- Introduce your two chosen countries
- Provide some background detail about the location, population etc
- Provide some descriptions on your theories
- HDI/PQLI, etc



# Research Methods section

The following slides show what should be included in the research methods section

A. Carrying out research on a geographical topic or issue.  
(research methods section)

Candidates may gain marks in a number of ways **up to a maximum of 6 marks.**

Candidate may demonstrate:

- Detailed knowledge of the geographical methods and techniques they have used in their research and/or
- An evaluation of the usefulness/reliability of methods of research or sources of information


# Example Secondary Research Methods

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

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

# A – Data Collection

- Must use at least 2 different methods – linked to **6 marks for methodology**.
- **Example structure for secondary method:**
- Research Method 1: (3 marks worth)
- Source: e.g. Internet
- Websites used and date accessed:
- Why were these websites appropriate, how reliable / useful was this methods / source
- of information?
- Advantages / Disadvantages of this research method
- Would you change anything if you were to do it again?



# Processed information sheets

The following slides show what  
should be included in the  
processed information sheets





## B. Use of and reference to Processed Information (processed information sheets)

- This Processed Information should consist of no more than **two single sides of A4 or one single side of A3 paper**. This Processed Information must be submitted to SQA with the candidate evidence.
- Candidates may gain marks in a number of ways **up to a maximum of 6 marks**. Marks must not be awarded for work which is directly copied from the Processed Information.

# Processed information sheet

## Rules:

- You are allowed a maximum of two A4 pages (2 single sides) of processed information in your write up. These will be submitted with the write up.
- On these sheets you will include the graphs/maps/photos you want to be able to refer to.
- NO 'NOTES' ALLOWED
- No tables of data allowed – this is not processed.
- Each graph / map etc should be clearly labelled Diagram 1 etc and given appropriate titles. These should be numbered in the order you refer to them.
- Graphs should have titles, the X and Y axis labelled, including unit of measurement, and scale labelled.
- Should be **neat, tidy, clear and well presented** for the marker to read from.
- Ensure these are in colour or coloured in where possible
- You want to have as little writing as possible on these – this avoids losing marks though 'direct lifts'.
  - So... don't write values on graph, but have a labelled scale so you can read results.
  - If you label a photo or a map - label each feature with a letter to remind you what you want to talk about/ mention.

# Processed Information Sheet Example

Diagram 7

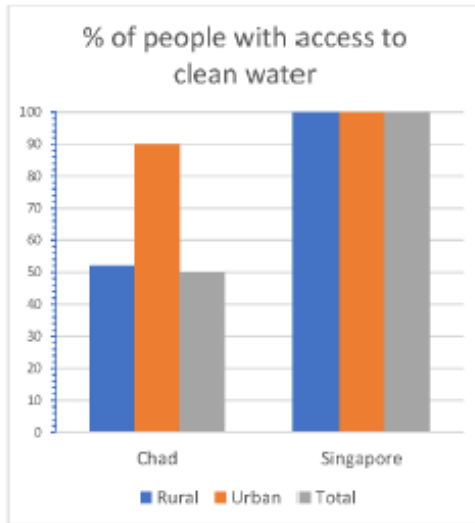


Diagram 8

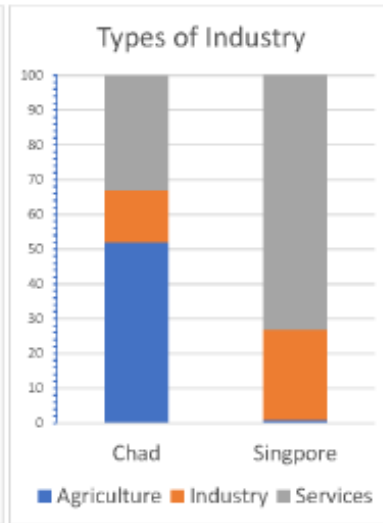


Diagram 9

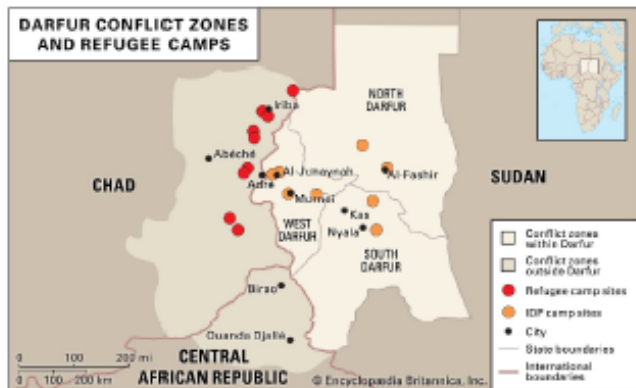


Diagram 1

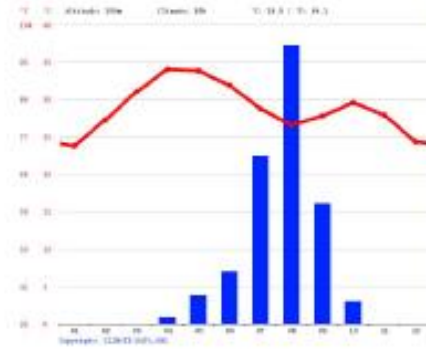


Diagram 4

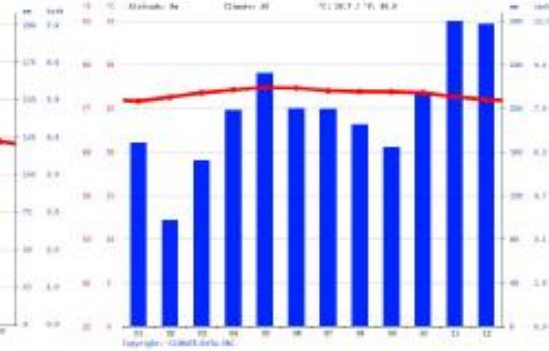


Diagram 2



Diagram 5



Diagram 3



Diagram 6



# Processed Information Sheet Example

Figure 3: Data from the 2011 Scottish Census

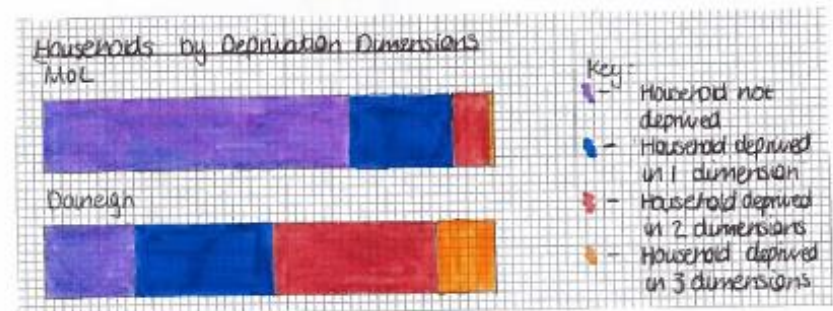
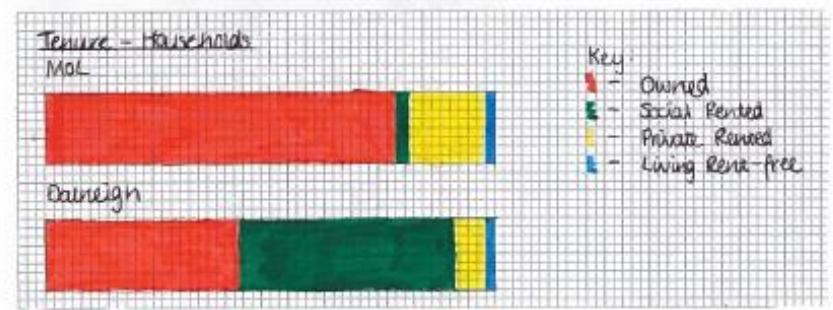
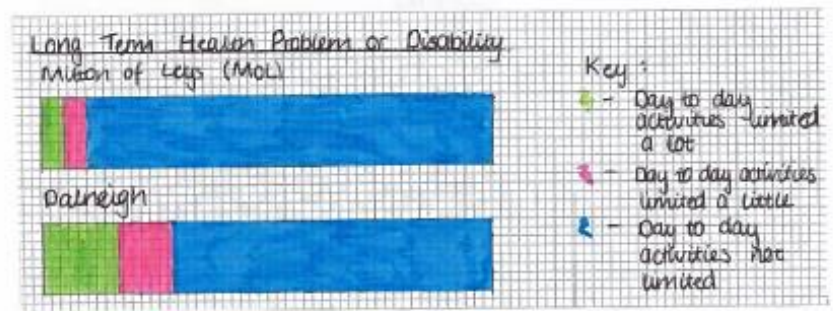


Figure 1: Land Use Survey

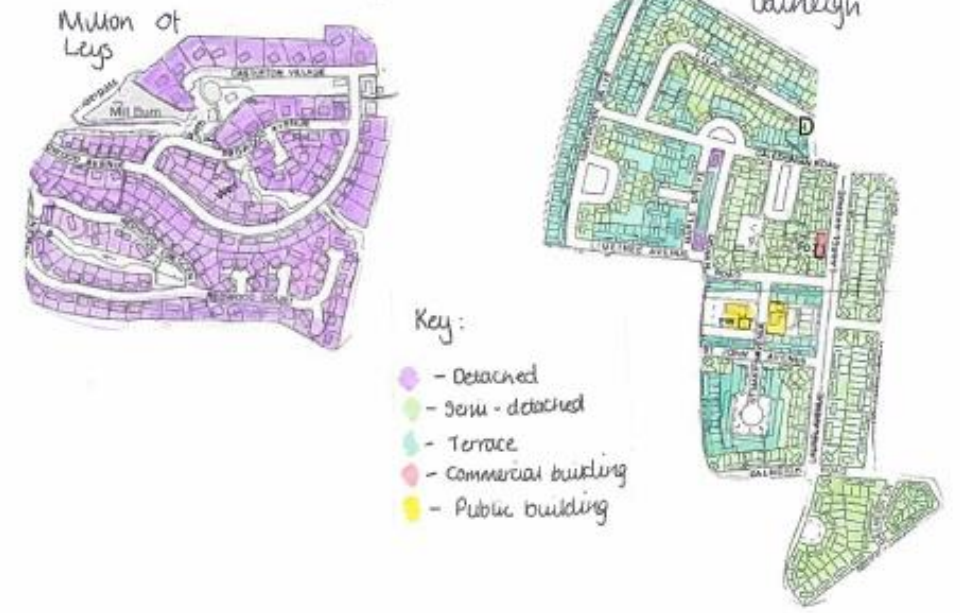
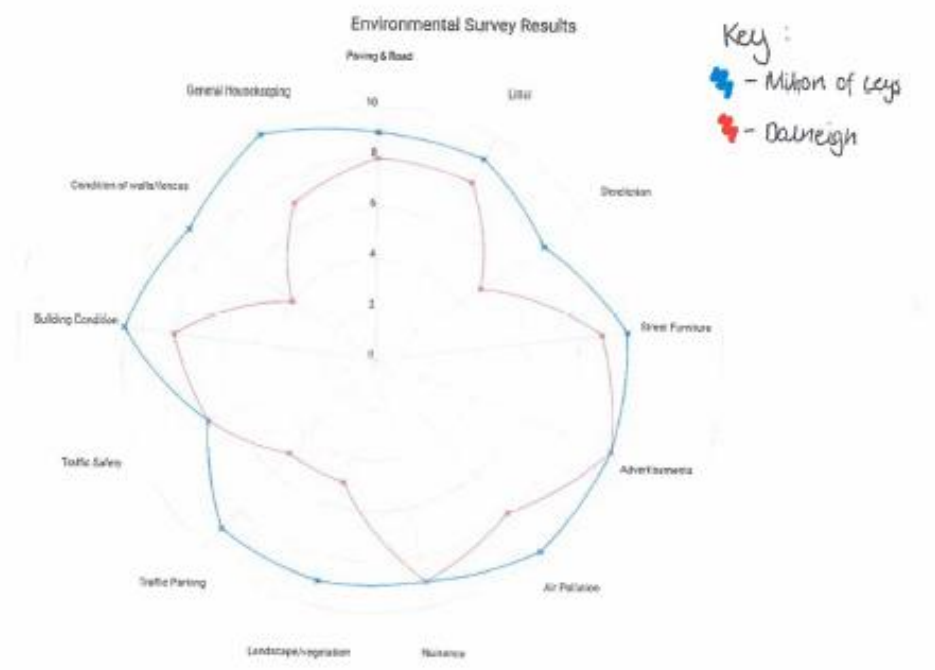


Figure 2






# Analysis section

The following slides show what  
should be included in the analysis  
section

## Section 3: Analysis (analysis section)

- This section is worth **8 marks**.
- Here, you need to account for or explain your results. This is a section that can get you more KU marks. Now that you have described your data, you must EXPLAIN it.
- This means you need to say WHY your data is showing particular relationships or trends.
- You can pick up marks by showing off your knowledge of the topic by including wider background reading here.
- For every description you make you then want to give as many reasons as to why this might be.
- This is how you will pick up your analysis marks. You could follow the structure below:
- **POINT -- DESCRIPTION -- EXPLANATION -- PROCESSED INFORMATION**
- **For example:**
- **Point** - South Sudan is less developed than Egypt
- **Description** – link this to Processed Information sheet and provide a statistical example from a graph on the amount of money brought in by each country through exports/imports.
- **Explanation** - This is because it is landlocked and will therefore find it more difficult to trade. This is due to not having any territorial access to the sea and high transit costs being in place to transport goods across several countries borders.




# Conclusion section

The following slides show what  
should be included in the  
conclusion section



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

- Candidates may gain marks in a number of ways **up to a maximum of 2 marks.**
  - Candidates use their knowledge and understanding of the topic or issue, and their analysis, in order to make an overall judgement about the topic or issue.
  - No marks for repeating points already made in analysis section
- 




A large orange circle is positioned on the left side of the slide, partially overlapping the text area.

## F. Communicating information (throughout assignment)

Candidates may gain marks in a number of ways **up to a maximum of 2 marks.**

Candidates could demonstrate aspects of the following as appropriate to their report:

- structure, including the use of headings and sections where appropriate to organise the main sections of the report
  - use of geographical terminology appropriate to their topic or issue
- 
- A decorative graphic consisting of several blue, curved, dashed line segments is located in the bottom right corner of the slide.

# Higher Assignment – Desk Based - SQA marker tips

- Two points for one mark - points must be developed to pick up marks
- **Research methods marks** - One textbook (Atlas / Higher textbook) one website CIA website. Explain in detail! Need two detailed points for one mark. For example, the time of day they completed the fieldwork and justify / evaluate why this was appropriate. Using tally marks for EQS and why this was appropriate.
- **PI marks** – need to make ref to **two bits of data and a trend / comparative language OR calculation from two bits of data and trend / comparative language for one mark**. No trend no mark.
- Pictures tricky to pick marks up from a comparison two pictures and making a trend more difficult.
- No pie charts! Mind maps with symbols ok but no text. Graphs on graph paper more likely to be marked down if figures quoted are not accurate.
- **Analysis marks** – must be linked to a PI point to pick up at analysis mark
- **Conclusion** – should not be repetition



# The write up

- In-school assessment – 90 minute exam conditions
- You can bring into the exam 2 sides of A4 paper which will be submitted along with your written exam
- AAA arrangements in place for those entitled
- Collected and marked by SQA
- This assignment makes up 27% of your over all grade!!!!

# How can you support your child at home

## **Time Management**

- Encourage them to break the task into stages with deadlines. Completing research early leaves time for revision and preparation.

## **Research Assistance**

- Guide them to reliable sources (textbooks, online articles) and discuss findings together. Help them practice analysing maps and statistics.

## **Organise Processed Information**

- Support them in preparing concise, useful notes for their A4 Processed Information sheets.

## **Practice Writing**

- Help them practice writing under timed conditions. This boosts confidence and time management for the final session.

## **Encouragement**

- Check their progress regularly and offer positive feedback.
- Create a quiet study space at home for focused work.
- Celebrate milestones, like finishing the research or drafting notes.
- By providing practical support and encouragement, you can help your child feel prepared and confident for their Geography assignment.

# Practicing your assignment write up at home – tips for students

A reminder the only thing you can bring into the write up is your PI sheets, no additional notes!

You have 1 **hour** 30 mins or 1 hours 53 mins with extra time to complete this

You should **aim to practice writing your assignment up at home at least twice**. I would break it down into 30 min time slots over the course of a few evenings

**DO NOT** let the assignment write up in class be your first attempt of doing it!!

# Some suggestions to help students learn their assignment

## ❖ **Focus on Key Points:**

Identify the main arguments and key points of your assignment. Highlight or take notes .

## ❖ **Use Visual Aids:**

Create mind maps, diagrams, or charts to visually represent the structure and connections between different ideas in your assignment.

## ❖ **Summarise Each Section:**

Summarise each section of the assignment. This helps reinforce your understanding and prepares you for writing it.

## ❖ **Key words:**

Make a list or visual tool of the **key words for each paragraph that will help prompt you to remember the point** you are going to write about.

## ❖ **Teach the Material:**

Teach your assignment to someone else, whether it's a friend, family member, or even an imaginary audience. Explaining your assignment helps solidify your own understanding.

v **Utilise Different Learning Styles:**

∅ Recognise your preferred learning style and incorporate techniques that align with it. For example, create flashcards, record audio notes, or physically act out concepts.

v **Break it Down:**

∅ Divide the assignment into smaller, manageable sections and focus on mastering one section at a time. This prevents feeling overwhelmed.

v **Repetition and Review:**

∅ Repeat the process of reviewing and summarising the material. Repetition enhances retention and understanding.

v **Use Memory Techniques:**

∅ Employ memory techniques such as visualisation or association to link sections and make them easier to remember.

v **Active Recall:**

∅ Test yourself on your assignment without looking at notes. This strengthens your memory and helps identify areas that need more focus.

# Dates for the diary and useful links

- Assignment time in class Mon Jan 6th to Mon 20th Jan
- First draft will be for Monday 3rd Feb
- Write up date will be in March date TBC
- [SQA Geography Assignment Understanding Standards \(examples of assignments\)](#)
- [Chalk Talks Higher Geography Assignment video](#)
- [Useful textbook – How to pass National 5 and Higher Assignments](#)
- [SQA Assignment assessment instructions](#)
- General revision Teams (class notebook) and Achieve
- [General revision booklet to support students with revision at home](#)