

Geography

Student Induction Guide

[INTERMEDIATE 1;
INTERMEDIATE 2]

The Scottish Qualifications Authority regularly reviews the arrangements for National Qualifications. Users of all NQ support materials, whether published by LT Scotland or others, are reminded that it is their responsibility to check that the support materials correspond to the requirements of the current arrangements.

Acknowledgement

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FOREWORD

These support materials for Geography were developed as part of the National Qualifications Development Programme in response to needs identified at meetings and national seminars.

Advice on learning and teaching may be found in *Achievement for All* (SOEID 1996), *Effective Learning and Teaching in Scottish Secondary Schools: Geography* (SOED 1995) and in the Geography Subject Guide.

This support pack provides staff and student materials that are designed to assist with induction to the Intermediate 1 and 2 Geography courses. The materials are based on the policies and practices in one Geography department but can be customised for use in any school or centre. The basic design has been adapted from the *Student Induction Guide for Higher Geography* (HSDU, Spring 2000) and for *Intermediate 1 and 2 Geography* (HSDU, Spring 2001), already distributed to schools and centres.

The section of support notes for staff provides a brief overview of the purpose and contents of the pack, together with advice on customising the student guide. Advice is also given on how these materials can be integrated into an induction programme during the first week or so of an Intermediate 1 or 2 Geography course.

INTRODUCTION

Purpose and target group

The purpose of this guide is to provide students who are embarking upon the Intermediate 1 or 2 Geography course with a pack that may be used as part of a departmental induction programme and as a reference booklet for use throughout the session.

Contents of the guide and suggested teaching approaches

The guide is in two parts, which can be used as a single pack or copied as two separate booklets.

Part 1 uses a question-and-answer approach to outline the course content, unit and course assessment procedures, etc. It has been designed as an induction to both the Intermediate 1 and 2 courses and should therefore be used primarily in the first week or so of the course.

The structure for this departmental induction might include using the guide as a prompt for whole-class question-and-answer sessions on some or all of the following topics:

- context for learning
- learning and teaching approaches
- links to previous learning
- overview of the forthcoming work during the session
- assessment procedures
- clarification of expectations from the department
- target setting and action planning
- outline of available support.

This might be followed up with one-to-one discussions on issues such as individual target setting.

Part 2 takes the form of a 'Can-Do' checklist for each Unit topic. Each checklist can be used to introduce the topic, and is a useful revision aid for students prior to end-of-topic assessments, a prelim exam (if it is offered), and the external course assessment or examination (currently in June).

Customising the guide

The guide is based on the policies and practices of a department that has developed assessment policies for Geography, in line with a whole-school assessment policy. These policies may differ in some respects from other schools and departments and it may therefore be necessary to change some of the responses in the 'Student Questions and Answers' section.

The language has had to be pitched at a middle level. If you have students coming through from Foundation level at Standard Grade, you may wish to simplify the material further. Similarly mature/college students coming through from Intermediate 1, or other courses, may wish for greater detail on some aspects of the Intermediate 2 course.

The unit descriptions and 'Can-Do' lists are designed so that the materials can be tailored to the needs of the student. For example, all the Intermediate 2 sheets can be removed if the student is doing Intermediate 1, and the sheets relevant to the topics to be covered may also be separated out, and the rest discarded.

The following changes might be made:

- adding the school/college name to the front cover and possibly adding a diagram or illustration;
- removing the footnote '*Please return this booklet with your textbooks in June*' on the front cover, if the guide is to be kept by students, and not re-used the following session;
- modifying the 'Student Questions and Answers' section as appropriate (e.g. removing references to Geology if not offered in the school);
- removing the content descriptions and 'Can-Do' checklists of the three Environmental Interactions topics which are not being offered;
- further simplifying 'Can-Do' checklists for Intermediate 1 students;
- inserting further detail into the Intermediate 2 'Can-Do' checklist for certain students;
- remove the check/tick-boxes on the 'Can-Do' checklists if the guide is not to be kept by students and re-used the following session;
- adding the names of relevant case studies in the appropriate sections;
- adding any other relevant information about the units or course, such as a timeline diagram showing sequence of work, assessments, etc.

Further copies of the Student Induction Guide may be downloaded free of charge from the Learning and Teaching Scotland website <http://www.ltscotland.org.uk> where appropriate changes could be made directly on to the booklet to customise it for individual schools.

INTERMEDIATE 1 AND 2 GEOGRAPHY

STUDENT INDUCTION GUIDE

**PLEASE RETURN THESE MATERIALS
WITH YOUR TEXTBOOKS AT THE END OF JUNE**

Student questions and answers**What are the aims of Geography as a subject, and of the Intermediate 1 and 2 Geography courses?**

The main aim of Geography is to help people, as citizens, develop a detailed understanding of aspects of the contemporary world, through use of the concepts and techniques of geographical analysis.

The Intermediate 1 or 2 course will enable you to develop progressively an understanding of, and skills in applying, some key concepts and a range of techniques used in geographical analysis. During the course of your studies we hope you will be enthused and develop a life-long interest in and concern for what is happening in your environment – local, national and global – and an interest in caring for it. Think globally, act locally!

What are the entry requirements?

Whether you are at school, or following courses at a college of further education, there are set entry requirements. These vary for the two courses, and normally you will be expected to have completed one of the relevant requirements, as follows:

Level	Access	Standard Grade	Intermediate 1
Intermediate 1	completed one or more units from the social subjects at Access level.	passed Standard Grade Geography at Grade 5 or 6, or another social subject at Standard Grade Foundation level	completed an Intermediate 1 course, or component unit(s) in another social subject, like History or Travel and Tourism
Intermediate 2	not applicable	passed Standard Grade Geography at Grade 3 or 4, or another social subject at Standard Grade General level	completed an Intermediate 1 Geography course, or component unit(s), or completed an Intermediate 1 or 2 course, or component unit(s) in another social subject.

What does the course consist of?

For both Intermediate courses, there are **three compulsory units** with a **choice of case study** in each. Throughout each topic, you will be introduced to and practise a variety of **geographical methods and techniques** which geographers use in extracting, processing and analysing information and data. This may include actual fieldwork or simulated fieldwork in the classroom.

Table summarising the units and topics:

Units	Emphasis	Choices
Unit 1: <i>Physical Environments</i>	British Isles – selection of landscapes	Centres can choose which areas they wish to include as case studies
Unit 2: <i>Human Environments</i>	Wider context – ELDCs and EMDCs	
Unit 3: <i>Environmental Interactions</i>	Global issues – evaluation of strategies adopted to manage these environmental interactions	Centres can choose two from these five – <ul style="list-style-type: none"> • Rural land degradation • River basin management • European environmental inequalities • Development and health • Environmental hazards
Geographical methods and techniques (GMT) to be covered	<ul style="list-style-type: none"> • Annotation and interpretation of field sketches and photographs; • Map interpretation using a variety of types and scales – Ordnance Survey maps at 1:25 000 and 1: 50 000 scale may be used for assessment; • Construction and interpretation of graphs – line, bar, scatter, pictographs and pie charts; • Design and use of surveys and questionnaires and using other primary data 	

How do the Intermediate 1 and 2 Geography courses differ? The difference between the two course levels is found largely within the content of the topics – in the **range and detail of knowledge** required.

The tables at the end of this section summarise the two course structures and their content.

How does the assessment work?

There are **two types** of assessment:

INTERNAL

This is used to assess your basic knowledge, understanding and skill level for each of the three units. The assessment will be carried out in class time under timed, 'closed book' or exam/prelim conditions. An assessment will normally be carried out towards the end or after finishing a unit/topic. Each unit passed represents one credit at whichever Intermediate level you are studying.

EXTERNAL

This is used to assess your overall grasp of the whole course content. It is carried out through the end-of-session examinations. It comprises a written paper set by the Scottish Qualifications Authority and sat by all students of Intermediate 1 or 2 Geography.

COURSE AWARD

To gain a **course award**, you must achieve a **pass in all the component units** of the course assessed **internally**, as well as a **pass in the external assessment**.

What do I need to pass the internal assessment?

To **pass** a unit you must obtain a mark of **50%**. That is **10/20** at Intermediate 1 level and **12½/25** at Intermediate 2 level.

Your performance in these classroom tests will be used, along with any 'prelim' exam results, to estimate your grade in the final external examination.

If you do not achieve these marks first time around, you will get extra help and an opportunity to revise. A second, completely new assessment, will be given. A third opportunity to re-sit will only be given in exceptional circumstances.

If, after all the above, you still manage to fail one of the unit assessments, you will still be credited with the units you have passed and this will be shown on your certificate.

Will I get advance warning that a test is coming up?

Yes. You will be told about one week in advance of a test. Your teacher will try to negotiate the best assessment date with everyone in the class, in order to ensure that there is no conflict with other school events. You must then **record the agreed date** in your homework diary.

How do I keep track of my performance?

You will be given regular feedback on how you are progressing, and opportunities to review and record your progress. You should **record all of your assessment results** in your diary and your student log. This should help you, your parents and your guidance teacher to monitor your progress. Your class teacher will also keep a profile of your assessments which will form the basis of discussions about your attainment throughout the year.

What happens if I am absent for a test?

Unit tests have priority over most other events. Once an assessment date has been agreed and entered in your diary, you should not make alternative arrangements. The main exceptions would be unavoidable school/college events, medical appointments or close family funerals for which school permission has been sought **in advance**.

Why do we need a prelim as well as all the other tests?

Some schools/colleges may decide not to run prelim exams, but others will continue to do so. A prelim exam has a number of different purposes. It can:

- provide evidence for internal Unit assessment; and may also reduce the number of tests you sit;
- act as a 'dry run' and let you experience the layout of the external exam paper you will sit;
- allow your teacher to predict or estimate more accurately your likely result;
- provide evidence for appeals.

How does the external assessment/written examination work?

External Written Examination Intermediate 1 and Intermediate 2
<p>Questions There are seven questions on the paper. You answer only four questions, two from section A and two from section B.</p>
<p>Section A This will include either a 1:25 000 or 1:50 000 OS map of the British Isles. Two compulsory questions must be answered Question 1 is based on topics in the Physical Environments unit. Question 2 is based on topics in the Human Environments unit. Each question will be out of 20 marks for Intermediate 1 and 25 marks for Intermediate 2.</p>
<p>Section B You will answer two questions from a choice of five. There is one question on each of the topics in the Environmental Interactions unit. Question 3 is based on rural land degradation. Question 4 is based on river basin management. Question 5 is based on European environmental inequalities. Question 6 is based on development and health. Question 7 is based on environmental hazards. Each question will be out of 10 marks for Intermediate 1 and 15 marks for Intermediate 2.</p>
<p>Time Intermediate 1: The exam will last for one hour and 15 minutes and will be out of 60 marks. Intermediate 2: The exam will last for two hours and will be out of 80 marks.</p>
<p>Certificate If you pass, your certificate will show this as a Grade A, B or C. See below for Grade D.</p>

How will I be graded?

There are **three levels of pass** for the course award – Grades A, B and C. A Grade D award will also be awarded to candidates who pass the internal assessments and attain a near miss in the examination.

What grade should I be aiming for?

You should set yourself a **personal target** – achieving the best possible, **realistic grade** following discussion with your guidance teacher and geography teacher. This **target setting** will be based on several factors. For example if you completed Standard Grade Geography, it will combine your average grade at Standard Grade (your Grade Point Average) along with your attainment in Standard Grade Geography, your on-going performance in the Intermediate course and future career plans (whether you are wishing to continue to Higher/ University, etc.).

How do I prepare for the assessments?

You need to work hard throughout the session with the aim of passing all of the end-of-unit assessments at the first sitting. You should revise regularly at home, using revision techniques which you know from experience suit your particular ways of learning. If you are not sure about revision techniques, ask your class or geography teacher for advice. You must revise carefully in the week before each assessment, particularly in the case of a prelim and/or the external exam.

In **Section 2** of this guide, there is a list of Can-Do's, based on the unit outcomes for your course. Use this as a checklist before each of your assessments. If there are sections of work which you are not sure about, or if you are having any difficulties, you should ask your teacher for help and advice.

How much homework will I get?

Homework is an important part of the course and you must accept responsibility for completing the work on time and to the best of your ability. You will be given a variety of tasks to do on a regular basis:

- short tasks (e.g. finishing off class-work) – **for completion by the following day**;
- longer tasks – **for completion over a week**, so that you can plan your time (avoiding being overloaded with work on any particular evening).

You will not be given large pieces of homework during the week prior to an assessment. You should also make time to read your textbooks at home. These include additional material which we do not have time to cover in class.

Which Core Skills will I achieve in Intermediate 1 and 2 Geography?

You will develop a number of core skills throughout the Intermediate 1 and 2 courses. However, attainment of your (Intermediate 1 or 2) course at C Grade will automatically give you the following Core Skill components, at the relevant level:

- Critical Thinking;
- Using Graphical Information.

These will be credited to you automatically, and will be shown on your SQA certificate.

What can I go on to once I've passed my Intermediate Geography?

If you are in S4 or S5, you might decide to progress to Higher Geography in S5 or S6, respectively. Alternatively, you might consider doing a course or units in one of the other Social Subjects (History or Modern Studies). If you are particularly interested in the physical aspects of Geography, you might decide to study Intermediate or Higher Geology. Some schools (and most FE colleges) also offer other related courses or units, such as Travel and Tourism and Managing Environmental Resources.

Will Intermediate Geography be a useful course and qualification?

Geography, at whatever level, is a useful qualification whether you wish to continue academic study, or take up work as a school leaver. As a result of following the course we hope you will find a lifelong interest in your environment and other people. We hope you will enjoy being out of doors and exploring Scotland and the world – as a responsible citizen, at work or at leisure.

If you want to continue academic or vocational studies then Geography provides a great stepping-off point. As a subject Geography is recognised to 'bridge' the Arts and the Sciences. At university, therefore, you can choose to follow your degree course in either the Arts or Science faculties of the university. You can then choose relevant options that interest you, and allow you to gain specialist skills.

A Geography qualification or degree is also useful in a wide range of careers. These include work in recreation and tourism, town and country planning, teaching, civil engineering, conservation, transport, surveying, the civil service, land management, forestry, fisheries management, meteorology, geophysics, and oceanography, to name a few.

The following tables summarise the structure of the Intermediate 1 and 2 Geography courses, and the course content of the unit topics.

Summary of course structure

Geography: Intermediate 1

UNIT 1 Physical Environments	UNIT 2 Human Environments	UNIT 3 Environmental Interactions
40 hours (1 credit)	40 hours (1 credit)	40 hours (1 credit)
Geographical context: <ul style="list-style-type: none"> • area falling within the British Isles • studies of a selection of landscape types 	Geographical context: <ul style="list-style-type: none"> • global • case studies drawn from ELDCs and EMDCs 	Geographical context: <ul style="list-style-type: none"> • emphasis on global issues and evaluating strategies adopted to manage these • 2 out of 5 topics will be chosen to study

In all the units there are opportunities to study aspects of both physical and human geography and the ways in which they are interrelated.

Geographical methods and techniques

The use of straightforward methods and techniques to extract, process and analyse information/data will be covered within the units/topics chosen. Their use is part of the course and unit assessment:

- annotation and interpretation of field sketches and photographs
- interpretation of a variety of maps – Ordnance Survey (OS) 1:25 000 and 1:50 000 scale maps may be used in assessment
- interpretation of choropleth, isoline, proportional symbol and topological maps
- drawing and interpretation of graphs – line, bar, scatter, pictographs and pie charts
- design and use of surveys and questionnaires and using other primary data.

Course content – Intermediate 1

UNIT 1: Geography: Physical Environments

Physical Environments	
Location of landscape types within the British Isles	<ul style="list-style-type: none"> • glaciated upland • upland limestone • coastlines of erosion and deposition • rivers and their valleys
Describe and explain the formation of landscape features	<ul style="list-style-type: none"> • glaciated upland – corrie, tarn/corrie loch, pyramidal peak, arête, u-shaped valley, misfit stream, truncated spur, hanging valley, ribbon lake • upland limestone – limestone pavement, clint, gryke, scree slope, pothole/swallow hole, cavern, stalactite, stalagmite, intermittent drainage • landscapes of coastal erosion and deposition – cliff, cave, arch, stack, headland and bay, beach, spit, bar, tombolo • river valleys – features at different stages upper stage – v-shaped valley, waterfalls middle stage – meander, braiding lower stage – ox-bow lake, levee, flood plain
Recognition of landscape features	From photographs, sketches and OS maps
Land use	<p>For one area each of upland glaciation, upland limestone and coastal erosion and deposition, have a knowledge and understanding of appropriate land uses from the list below –</p> <ul style="list-style-type: none"> • Farming • Forestry • Industry • Military • Recreation and leisure • Tourism • Water storage and supply

Impact	The social, economic and environmental impact (both positive and negative) of these activities.
Land-use conflict	The conflict that can arise between these and other land uses within these landscapes, e.g. <ul style="list-style-type: none"> • Farming/forestry • Industry/tourism
Management strategies and solutions	Dealing with identified land-use issues.
Role of public and voluntary bodies	<ul style="list-style-type: none"> • country/ national park authorities – e.g. local authorities, Loch Lomond National Park Authority, English/Welsh National Park Authorities • SNH (Scottish Natural Heritage) and other environmental agencies – e.g. SEPA, RSPB, NTS, SWT, HS, also their equivalents in England, Wales, Northern Ireland, Eire.

Course content – Intermediate 1

UNIT 2: Geography: Human Environments

Human Environments	
World population distribution	<ul style="list-style-type: none"> • factors influencing distribution and density – relief, climate, resources, employment opportunities • population patterns including the urban/rural structure
World population change	<ul style="list-style-type: none"> • growth of population in world context • changing structure over time • variations in growth rates • factors affecting change, e.g. birth and death rates, infant mortality rates • implications of change
Change and the resulting problems and policies in at least ONE urban area from an EMDC and ONE urban area from an ELDC	<ul style="list-style-type: none"> • housing – inner-city renewal, gentrification, ghettos, fringe development, ‘high security’ residential areas, squatter areas, shanty towns • transport – quality of public transport, commuting, ring-road developments, road pricing, congestion • retail services – changes in CBD, shopping malls, business parks/trading estates, street markets • environmental quality – dereliction, pollution, sanitation, waste disposal
Change and the resulting problems and policies in at least ONE rural area from an EMDC and ONE rural area from an ELDC	<ul style="list-style-type: none"> • agricultural change (post-1950) – farming systems, impact of new technology, impact of political policies, e.g. Green Revolution, EU policies, diversification • changing landscapes – population density, employment structure, settlement patterns, infrastructure, migration patterns, urban sprawl, impact of tourism

Industrial change	<ul style="list-style-type: none">• factors affecting the changing location of industry – labour, market, transport, raw materials, technology, government policies• changing landscapes – infrastructure, appearance, impact of change on the environment, use of maps to describe and evaluate changing industrial location and landscapes
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Course content – Intermediate 1

UNIT 3: Geography: Environmental Interactions

Rural Land Degradation	
Examples of land degradation	TWO examples of land degradation (global, outwith British Isles) <ul style="list-style-type: none"> • one focussing on issues surrounding forestry • one focussing on desertification
Physical environment	For each of the areas, look at <ul style="list-style-type: none"> • climate • vegetation • soils • relief
Human environment	For each of the areas, look at <ul style="list-style-type: none"> • population density • farming systems
Land degradation	<ul style="list-style-type: none"> • causes of degradation • effects of degradation • management strategies • management policies and their effectiveness

River Basin Management	
Examples of river basins	ONE river basin outwith Europe
Global hydrological cycle	<ul style="list-style-type: none"> • inputs • storage • outputs
Physical characteristics of chosen river basin and impact on water storage and movement	<ul style="list-style-type: none"> • size and shape of catchment area • rainfall distribution and reliability • surface features • rock type
Factors affecting level of demand for water	<p>With reference to</p> <ul style="list-style-type: none"> • domestic use • agricultural use • leisure use • industrial use • energy use
Management of demand	A water control project
Consequences of a water control project	Social, economic, political and environmental advantages and disadvantages of the project

European Environmental Inequalities	
Case studies	Selection from more than ONE country; at least one country should be from mainland Europe
Patterns of environmental quality	Description with reference to <ul style="list-style-type: none"> • air • rivers • seas and coastal areas
Explanation of patterns	With reference to physical, economic, social and political factors <ul style="list-style-type: none"> • population density • transport links • physical and climatic environment • economic activity, e.g. agriculture, industry, tourism • living standards • attitudes towards environmental protection
Differences in environmental quality	Describe and explain the differences in environmental quality between <ul style="list-style-type: none"> • two rivers, and • either two sea and coastal areas or two mountain areas
Assess policies and strategies	Describe and assess the effectiveness of local, national and international policies and strategies used to manage, improve or maintain environmental quality

Development and Health	
What is meant by development?	<ul style="list-style-type: none"> • Definition of development • Selection of development indicators – social, economic and combined • Use of development indicators to classify countries as economically more or economically less developed
Causes of different levels of development	<ul style="list-style-type: none"> • Physical factors – climate, relief, resources, environment, natural disasters • Human factors – demographic changes, trade, urbanisation, industrialisation, technology
Identification, distribution and causes of main diseases of EMDCs and ELDCs	<ul style="list-style-type: none"> • Heart disease • Cancer • AIDS • Malaria • Cholera
Case study of a disease	<p>For either malaria or heart disease or AIDS</p> <ul style="list-style-type: none"> • Physical and human factors which affect geographical distribution • Consequences for population in an area affected by it • Strategies and organisations involved in managing and improving disease control • Impact and effectiveness of these organisations and the strategies they use

Environmental Hazards	
What is meant by a 'natural hazard'?	<ul style="list-style-type: none"> • definition of 'natural' and 'hazard' • description of main features of the following hazards – volcanic eruptions, earthquakes, tropical storms • knowledge and understanding of their distribution
General causes of each hazard	<ul style="list-style-type: none"> • tropical storms – movement of global pressure systems, formation of low pressure systems, significance of sea temperatures • earthquakes and volcanoes – plate tectonics, activities at plate boundaries
Case studies	<p>ONE tropical storm and either an earthquake or a volcano. In relation to each chosen hazard, look at</p> <ul style="list-style-type: none"> • the underlying causes • impact on landscape and population • methods of prediction and their effectiveness • role of aid agencies and their effectiveness

Summary of course structure

Geography: Intermediate 2

UNIT 1 Physical Environments	UNIT 2 Human Environments	UNIT 3 Environmental Interactions
40 hours (1 credit)	40 hours (1 credit)	40 hours (1 credit)
Geographical context: • area falling within the British Isles • studies of a selection of landscape types	Geographical context: • global • case studies drawn from ELDCs and EMDCs	Geographical context: • emphasis on global issues and evaluating strategies adopted to manage these • 2 out of 5 topics will be chosen to study

In all the units there are opportunities to study aspects of both physical and human geography and the ways in which they are interrelated.

Geographical methods and techniques

The use of straightforward methods and techniques to extract, process and analyse information/data will be covered within the units/topics chosen. Their use is part of the course and unit assessment:

- annotation and interpretation of field sketches and photographs
- interpretation of a variety of maps – Ordnance Survey (OS) 1:25 000 and 1:50 000 scale maps may be used in assessment
- construction and interpretation of choropleth, isoline, proportional symbol and topological maps
- construction, interpretation and analysis of graphs – line, bar, scatter, pictographs and pie charts
- construction and use of surveys and questionnaires and using other primary data.

Course content – Intermediate 2

UNIT 1: Geography: Physical Environments

Physical Environments	
Location of landscape types within the British Isles	<ul style="list-style-type: none"> • glaciated upland • upland limestone • coastlines of erosion and deposition • rivers and their valleys
Describe and explain the formation of landscape features	<ul style="list-style-type: none"> • glaciated upland – corrie, tarn/corrie loch, pyramidal peak, arête, u-shaped valley, misfit stream, truncated spur, hanging valley, ribbon lake • upland limestone – limestone pavement, clint, gryke, scree slope, pothole/swallow hole, cavern, stalactite, stalagmite, intermittent drainage • landscapes of coastal erosion and deposition – cliff, cave, arch, stack, headland and bay, beach, spit, bar, tombolos • river valleys – features at different stages – upper stage – v-shaped valley, waterfall middle stage – meander, braiding lower stage – ox-bow lake, levee, flood plain
Recognition of landscape features	From photographs, sketches and OS maps
Land use	<p>For one area each of upland glaciation, upland limestone and coastal erosion and deposition, have a knowledge and understanding of appropriate land uses from the list below –</p> <ul style="list-style-type: none"> • Farming • Forestry • Industry • Military • Recreation and leisure • Tourism • Water storage and supply

Impact	The social, economic and environmental impact (both positive and negative) of these activities.
Land-use conflict	The conflict that can arise between these and other land uses within these landscapes, e.g <ul style="list-style-type: none"> • Farming/forestry • Industry/tourism
Management strategies and solutions	Dealing with identified land-use issues
Role of public and voluntary bodies	<ul style="list-style-type: none"> • country/national park authorities – e.g. local authorities, Loch Lomond National Park Authority, English/Welsh National Park Authorities • SNH (Scottish Natural Heritage) and other environmental agencies – e.g. SEPA, RSPB, NTS, SWT, HS, also equivalent in England, Wales, Northern Ireland, Eire.

Course content – Intermediate 2

UNIT 2: Geography: Human Environments

Human Environments	
World population distribution	<ul style="list-style-type: none"> • factors influencing distribution and density – relief, climate, resources, employment opportunities • population patterns including the urban/rural structure
World population change	<ul style="list-style-type: none"> • growth of population in world context • changing structure over time • variations in growth rates • factors affecting change, e.g. birth and death rates, infant mortality rates • implications of change
Change and the resulting problems and policies in at least ONE urban area from an EMDC and ONE urban area from an ELDC	<ul style="list-style-type: none"> • housing – inner-city renewal, gentrification, ghettos, fringe development, ‘high security’ residential areas, squatter areas, shanty towns • transport – quality of public transport, commuting, ring-road developments, road pricing, congestion • retail services – changes in CBD, shopping malls, business parks/trading states, street markets • environmental quality – dereliction, pollution, sanitation, waste disposal
Change and the resulting problems and policies in at least ONE rural area from an EMDC and ONE rural area from an ELDC	<ul style="list-style-type: none"> • agricultural change (post-1950) – farming systems, impact of new technology, impact of political policies, e.g. Green Revolution, EU policies, diversification • changing landscapes – population density, employment structure, settlement patterns, infrastructure, migration patterns, urban sprawl, impact of tourism

Industrial change	<ul style="list-style-type: none">• factors affecting the changing location of industry – labour, market, transport, raw materials, technology, government policies• changing landscapes – infrastructure, appearance, impact of change on the environment, use of maps to describe and evaluate changing industrial location and landscapes
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Course content – Intermediate 2

UNIT 3: Geography: Environmental Interactions

Rural Land Degradation	
Examples of land degradation	TWO examples of land degradation (global, outwith British Isles) <ul style="list-style-type: none"> • one focussing on issues surrounding forestry • one focussing on desertification
Physical environment	For each of the areas, look at <ul style="list-style-type: none"> • climate • vegetation • soils • relief
Human environment	For each of the areas, look at <ul style="list-style-type: none"> • population density • farming systems
Land degradation	<ul style="list-style-type: none"> • causes of degradation • effects of degradation • management strategies • management policies and their effectiveness

River Basin Management	
Examples of river basins	ONE river basin outwith Europe
Global hydrological cycle	<ul style="list-style-type: none"> • inputs • storage • outputs
Physical characteristics of chosen river basin and impact on water storage and movement	<ul style="list-style-type: none"> • size and shape of catchment area • rainfall distribution and reliability • surface features • rock type
Factors affecting level of demand for water	With reference to <ul style="list-style-type: none"> • domestic use • agricultural use • leisure use • industrial use • energy use
Management of demand	A water control project
Consequences of a water control project	Social, economic, political and environmental advantages and disadvantages of the project

European Environmental Inequalities	
Case studies	Selection from more than ONE country; at least one country should be from mainland Europe
Patterns of environmental quality	Description with reference to <ul style="list-style-type: none"> • air • rivers • seas and coastal areas
Explanation of patterns	With reference to physical, economic, social and political factors <ul style="list-style-type: none"> • population density • transport links • physical and climatic environment • economic activity, e.g. agriculture, industry, tourism • living standards • attitudes towards environmental protection
Differences in environmental quality	Describe and explain the differences in environmental quality between <ul style="list-style-type: none"> • two rivers, and • either two sea and coastal areas or two mountain areas
Assess policies and strategies	Describe and assess the effectiveness of local, national and international policies and strategies used to manage, improve or maintain environmental quality

Development and Health	
What is meant by development?	<ul style="list-style-type: none"> • Definition of development • Selection of development indicators – social, economic and combined • Use of development indicators to classify countries as economically more or economically less developed
Causes of different levels of development	<ul style="list-style-type: none"> • Physical factors – climate, relief, resources, environment, natural disasters • Human factors – demographic changes, urbanisation, industrialisation, trade, technology
Identification, distribution and causes of main diseases of EMDCs and ELDCs	<ul style="list-style-type: none"> • Heart disease • Cancer • Asthma • AIDS • Malaria • Cholera • Kwashiorkor
Case study of a disease	<p>TWO case studies are required, one from EMDCs – Heart Disease or AIDS one from ELDCs – Malaria or AIDS Note that AIDS may not be selected from both lists.</p> <ul style="list-style-type: none"> • Physical and human factors which affect geographical distribution of each disease, e.g. climate, water supply, wealth, malnutrition, remoteness, lifestyle • Consequences for population in an area affected by it • Strategies used and organisations involved in managing and improving disease control • Impact and effectiveness of these organisations and the strategies they use

Environmental Hazards	
What is meant by a 'natural hazard'?	<ul style="list-style-type: none"> • definition of 'natural' and 'hazard' • description of main features of the following hazards – volcanic eruptions, earthquakes, tropical storms • knowledge and understanding of their distribution
General causes of each hazard	<ul style="list-style-type: none"> • tropical storms – movement of global pressure systems, formation of low pressure systems, significance of sea temperatures • earthquakes and volcanoes – plate tectonics, activities at plate boundaries
Case studies	<p>A case study should be chosen for each natural hazard.</p> <p>In relation to each chosen hazard, look at</p> <ul style="list-style-type: none"> • the underlying causes • impact on landscape and population • methods of prediction and their effectiveness • role of aid agencies and their effectiveness

How to use the '*Can-do*' checklists

Knowing what you should know and can do

This section provides you with lists of *Can-Dos* for each of the unit topics. They are statements of what you should be able to do by the end of each unit/ topic. Read each *Can-Do* list with a copy of the relevant unit description close by, so that you can quickly read across to the listed items referred to in the text.

Helping you to revise

The checklists should be used as a revision aid prior to end-of-unit/ topic tests, prelims and the external exam. If there are some *Can-Dos* which you feel you are weak on, pay particular attention to these sections of work when you are revising. If you are still unsure about a *Can-Do* ask your teacher for further help or advice.

Can-Do checklist – Intermediate 1**Unit 1 – Geography: Physical Environments**

Physical Environments	Check
<p>By the end of the topic, for each of the landscape types;</p> <ul style="list-style-type: none"> - glaciated upland - upland limestone - coastlines of erosion and deposition - rivers and their valleys <p>you should be able to:</p> <ul style="list-style-type: none"> • locate each of them on a map of the British Isles • list the main features (see given list) of each landscape and explain how they are formed • accurately identify the features on maps, sketches and photographs (see given list) • know appropriate land uses in case study areas (see given list) • describe the key features of each land use • list and describe the physical/human interactions involved in the relationship between land use and landscape • describe examples of land use conflict found in each case study area • describe the difference between a public and a voluntary body • describe the role of local authorities, National Park authorities, Scottish Natural Heritage and other public and voluntary environmental bodies, in land use planning. 	

Can-Do checklist – Intermediate 1**Unit 1 – Geography: Physical Environments**

GMTs	Check
<ul style="list-style-type: none"> • use annotations on a field sketch or photograph • from both 1:50 000 and 1:25 000 scale OS maps be able to read and give 4-figure grid references <ul style="list-style-type: none"> – read 6-figure grid references – measure straight distances – annotate cross sections – interpret height and steepness of slope – describe and interpret general patterns of relief together with contour patterns linked to taught landscape features, e.g. corrie, cliff – identify, describe and suggest reasons for transport routes – describe and suggest reasons for land use – identify and explain potential conflicts – use maps in association with photographs/field sketches, cross sections/transects • interpret choropleth, isoline, proportional symbol and topological maps • construct line, bar, scatter and pie diagrams • draw conclusions from simple tables, pie charts, bar/line graphs or diagrams. • construct and use surveys/questionnaires and use other primary data 	

Can-Do checklist – Intermediate 1**Unit 2 – Geography: Human Interactions**

Human Interactions	Check
<p>By the end of the topic, you should be able to:</p> <ul style="list-style-type: none"> • list the most and least crowded areas of the world, and know where they are on a map • list and explain the physical and human factors that affect where people live • describe how world population has changed • list and describe the physical and human factors that affect population change including birth rates, death rates and infant mortality rates • describe and explain the impact of population change • describe ONE case study of an urban area from an EMDC and ONE case study of an urban area from an ELDC and explain the problems (see list given) resulting from population change, and policy changes for managing urban areas • describe ONE case study of a rural area from an EMDC and ONE case study of a rural area from an ELDC, and explain the problems (see list given) resulting from population change, and policy changes for managing rural areas • describe the factors affecting the changing location of industry and the changing landscapes associated with these • use maps to describe and evaluate changing industrial location and landscape 	

Can-Do checklist – Intermediate 1**Unit 2 – Geography: Human Interactions**

GMTs	Check
<ul style="list-style-type: none"> • use annotations on a field sketch or photograph • from both 1:50 000 and 1:25 000 scale OS maps be able to <ul style="list-style-type: none"> – read and give-4 figure grid references – read 6-figure grid references – measure straight distances – annotate cross sections – interpret height and steepness of slope – identify, describe and suggest reasons for transport routes – describe and interpret the location and distribution of different land use zones within settlements – describe and suggest reasons for land use – identify and explain potential conflicts – use maps in association with photographs/field sketches, cross sections/transects • interpret choropleth, isoline, proportional symbol and topological maps • construct line, bar, scatter and pie diagrams • draw conclusions from simple tables, pie charts, bar/line graphs or diagrams • construct and use surveys/questionnaires and use other primary data 	

Can-Do checklist – Intermediate 1**Unit 3 – Geography: Environmental Interactions**

Rural Land Degradation	Check
<p>For each of your case studies – ONE on deforestation and ONE on desertification, by the end of this topic, you should be able to:</p> <ul style="list-style-type: none"> • describe the physical environment – climate, vegetation, soils and relief – under which it occurs • describe the human environment – population density and farming systems – under which it occurs • know the causes and effects of land degradation • know the management strategies, policies and their effectiveness 	
GMTs	Check
<ul style="list-style-type: none"> • interpret and annotate field sketches and photographs • use a variety of maps • interpret choropleth, isoline, proportional symbol and topological maps • construct and interpret line, bar, scatter and pie diagrams • use primary data 	

Can-Do checklist – Intermediate 1**Unit 3 – Geography: Environmental Interactions**

River Basin Management	Check
<p>By the end of this topic, you should be able to:</p> <ul style="list-style-type: none"> • list the components of the global hydrological cycle <p>For ONE river basin outwith Europe –</p> <ul style="list-style-type: none"> • know the physical characteristics of it • know what factors affect the level of demand for water in the river basin • describe the management of demand by means of a water control project • describe the advantages and disadvantages of the water control project 	
GMTs	Check
<ul style="list-style-type: none"> • interpret and annotate field sketches and photographs • use a variety of maps • interpret choropleth, isoline, proportional symbol and topological maps • construct and interpret line, bar, scatter and pie diagrams • use primary data 	

Can-Do checklist – Intermediate 1**Unit 3 – Geography: Environmental Interactions**

European Environmental Inequalities	Check
<p>By the end of this topic, you should be able to:</p> <ul style="list-style-type: none"> • describe patterns of environmental quality with reference to air, rivers, sea and coastal areas • explain these patterns of environmental inequalities (see given list) • describe and explain the differences in environmental quality between two rivers and either two sea and coastal areas or two mountain areas <p>For the selected areas,</p> <ul style="list-style-type: none"> • describe and assess the effectiveness of local, national and international policies and strategies used to manage, improve or maintain their environmental quality 	
GMTs	Check
<ul style="list-style-type: none"> • interpret and annotate field sketches and photographs • use a variety of maps • interpret choropleth, isoline, proportional symbol and topological maps • construct and interpret line, bar, scatter and pie diagrams • use of primary data 	

Can-Do checklist – Intermediate 1**Unit 3 – Geography: Environmental Interactions**

Development and health	Check
<p>By the end of the unit, you should be able to:</p> <ul style="list-style-type: none"> • explain what development means geographically • explain what a development indicator is • list different kinds of development indicators, and give examples • explain the difference between an EMDC and an ELDC, and know where they are on a world map • list and describe different physical and human factors (see list given) causing countries to be at different levels of development • list the main diseases of the EMDCs and ELDCs <p>For either malaria or heart disease or AIDS,</p> <ul style="list-style-type: none"> • describe the main physical and human factors which affect geographical distribution • describe the consequences for the population in an area affected by it • know the strategies and organisations involved in managing and improving disease control • know the impact and effectiveness of these organisations and the strategies they use 	

GMTs	Check
<ul style="list-style-type: none">• interpret and annotate field sketches and photographs• use a variety of maps• interpret choropleth, isoline, proportional symbol and topological maps• construct and interpret line, bar, scatter and pie diagrams• use primary data	

Can-Do checklist – Intermediate 1**Unit 3 – Geography: Environmental Interactions**

Environmental Hazards	Check
<p>By the end of the topic, you should be able to:</p> <ul style="list-style-type: none"> • describe what a <i>natural hazard</i> is geographically • describe what the main features of the following environmental hazards are – <i>volcanic eruption, earthquake, tropical storm</i> • describe the kinds of area where EACH of the natural hazards listed above can be found, and know where this is on a map of the world • list and explain the causes of EACH of the natural hazards listed above • describe in detail a case study of a tropical storm and either an earthquake or a volcano. <p>In relation to each,</p> <ul style="list-style-type: none"> • know the underlying causes • know the impact on the landscape and the people • know the methods of prediction and their effectiveness • describe the role of agencies and their effectiveness 	

GMTs	Check
<ul style="list-style-type: none">• interpret and annotate field sketches and photographs• use a variety of maps• interpret choropleth, isoline, proportional symbol and topological maps• construct and interpret line, bar, scatter and pie diagrams• use primary data	

Can-Do checklist – Intermediate 2**Unit 1 – Geography: Physical Environments**

Physical Environments	Check
<p>By the end of the topic, for each of the landscape types;</p> <ul style="list-style-type: none"> - glaciated upland - upland limestone - coastlines of erosion and deposition - rivers and their valleys <p>you should be able to:</p> <ul style="list-style-type: none"> • locate each of them on a map of the British Isles • list the main features (see given list) of each landscape and explain how they are formed • accurately identify the features on maps, sketches and photographs (see given list) • know appropriate land uses in case study areas (see given list) • describe the key features of each land use • list and describe the physical/human interactions involved in the relationship between land use and landscape • describe examples of land use conflict found in each case study area • describe the difference between a public and a voluntary body • describe the role of local authorities, National Park authorities, Scottish Natural Heritage and other public and voluntary environmental bodies, in land use planning. 	

Can-Do checklist – Intermediate 2**Unit 1 – Geography: Physical Environments**

GMTs	Check
<ul style="list-style-type: none"> • interpret and annotate field sketches and photographs • from both 1:50 000 and 1:25 000 scale OS maps be able to <ul style="list-style-type: none"> – read and give 4-figure grid references – read and give 6-figure grid references – measure straight distances – annotate cross sections – interpret height and steepness of slope – describe, interpret and analyse general patterns of relief together with contour patterns linked to taught landscape features, e.g. corrie, cliff – identify, describe and suggest reasons for transport routes – describe and suggest reasons for land use – identify and explain potential conflicts – use maps in association with photographs/field sketches, cross sections/transects • construct choropleth, isoline, proportional symbol and topological maps • construct line, bar, scatter and pie diagrams • draw conclusions from tables, pie charts, bar/line graphs or diagrams • construct and use surveys/questionnaires and use other primary data 	

Can-Do checklist – Intermediate 2**Unit 2 – Geography: Human Interactions**

Human Interactions	Check
<p>By the end of the topic, you should be able to:</p> <ul style="list-style-type: none"> • list the most and least crowded areas of the world, and know where they are on a map • list and explain the physical and human factors that affect where people live • describe how world population has changed • list and describe the physical and human factors that affect population change including birth rates, death rates and infant mortality rates • describe and explain the impact of population change • describe ONE case study of an urban area from an EMDC and ONE case study of an urban area from an ELDC and explain the problems (see list given) resulting from population change, and policy changes for managing urban areas • describe ONE case study of a rural area from an EMDC and ONE case study of a rural area from an ELDC, and explain the problems (see list given) resulting from population change, and policy changes for managing rural areas • describe the factors affecting the changing location of industry and the changing landscapes associated with these (see list given) • use maps to describe and evaluate changing industrial location and landscape 	

Can-Do checklist – Intermediate 2**Unit 2 – Geography: Human Interactions**

GMTs	Check
<ul style="list-style-type: none"> • interpret and analyse field sketches and photographs • from both 1:50 000 and 1:25 000 scale OS maps be able to <ul style="list-style-type: none"> – read and give 4-figure grid references – read and give 6-figure grid references – measure straight distances – annotate cross sections – interpret height and steepness of slope – identify, describe and suggest reasons for transport routes – interpret and analyse the location and distribution of different land use zones within settlements – describe and suggest reasons for land use – identify and explain potential conflicts – use maps in association with photographs/field sketches, cross sections/transects • construct choropleth, isoline, proportional symbol and topological maps • construct line, bar, scatter and pie diagrams • draw conclusions from tables, pie charts, bar/line graphs or diagrams • construct and use surveys/questionnaires and use other primary data 	

Can-Do checklist – Intermediate 2**Unit 3 – Geography: Environmental Interactions**

Rural Land Degradation	Check
<p>For each of your case studies – ONE on deforestation and ONE on desertification, by the end of this topic, you should be able to:</p> <ul style="list-style-type: none"> • describe the physical environment – climate, vegetation, soils and relief – under which it occurs • describe the human environment – population density and farming systems – under which it occurs • know the causes and effects of land degradation • know the management strategies, policies and their effectiveness 	
GMTs	Check
<ul style="list-style-type: none"> • interpret and annotate field sketches and photographs • use a variety of maps • construct choropleth, isoline, proportional symbol and topological maps • construct, interpret and analyse line, bar, scatter and pie diagrams • use primary data 	

Can-Do checklist – Intermediate 2**Unit 3 – Geography: Environmental Interactions**

River Basin Management	Check
<p>By the end of this topic, you should be able to:</p> <ul style="list-style-type: none"> • list the components of the global hydrological cycle <p>For ONE river basin outwith Europe –</p> <ul style="list-style-type: none"> • know the physical characteristics of it • know what factors affect the level of demand for water in the river basin • describe the management of demand by means of a water control project • describe the advantages and disadvantages of the water control project 	
GMTs	Check
<ul style="list-style-type: none"> • interpret and annotate field sketches and photographs • use a variety of maps • construct choropleth, isoline, proportional symbol and topological maps • construct, interpret and analyse line, bar, scatter and pie diagrams • use primary data 	

Can-Do checklist – Intermediate 2**Unit 3 – Geography: Environmental Interactions**

European Environmental Inequalities	Check
<p>By the end of this topic, you should be able to:</p> <ul style="list-style-type: none"> • describe patterns of environmental quality with reference to air, rivers, sea and coastal areas • explain these patterns of environmental inequalities (see given list) • describe and explain the differences in environmental quality between two rivers and either two sea and coastal areas or two mountain areas <p>For the selected areas,</p> <ul style="list-style-type: none"> • describe and assess the effectiveness of local, national and international policies and strategies used to manage, improve or maintain their environmental quality 	
GMTs	Check
<ul style="list-style-type: none"> • interpret and annotate field sketches and photographs • use a variety of maps • construct choropleth, isoline, proportional symbol and topological maps • construct, interpret and analyse line, bar, scatter and pie diagrams • use primary data 	

Can-Do checklist – Intermediate 2**Unit 3 – Geography: Environmental Interactions**

Development and Health	Check
<p>By the end of the unit, you should be able to:</p> <ul style="list-style-type: none"> • explain what development means geographically • explain what a development indicator is • list different kinds of development indicators, and give examples • explain the difference between an EMDC and an ELDC, and know where they are on a world map • list and describe different physical and human factors (see list given) causing countries to be at different levels of development • list the main diseases of the EMDCs and ELDCs. <p>For an EMDC disease, either heart disease or AIDS and for an ELDC disease, either malaria or AIDS</p> <ul style="list-style-type: none"> • describe the main physical and human factors which affect geographical distribution • describe the consequences for the population in an area affected by it • know the strategies and organisations involved in managing and improving disease control • know the impact and effectiveness of these organisations and the strategies they use. <p>Note that AIDS cannot be used for both EMDCs and ELDCs</p>	

GMTs	Check
<ul style="list-style-type: none">• interpret and annotate field sketches and photographs• use a variety of maps• construct choropleth, isoline, proportional symbol and topological maps• construct, interpret and analyse line, bar, scatter and pie diagrams• use primary data	

Can-Do checklist – Intermediate 2**Unit 3 – Geography: Environmental Interactions**

Environmental Hazards	Check
<p>By the end of the topic, you should be able to:</p> <ul style="list-style-type: none"> • describe what a <i>natural hazard</i> is geographically • describe what the main features of the following environmental hazards are – <i>volcanic eruption, earthquake, tropical storm</i> • describe the kinds of area where EACH of the natural hazards listed above can be found, and know where this is on a map of the world • list and explain the causes of EACH of the natural hazards listed above • describe in detail a case study of a tropical storm and either an earthquake or a volcano. <p>In relation to each of these,</p> <ul style="list-style-type: none"> • know the underlying causes • know the impact on the landscape and the people • know the methods of prediction and their effectiveness • describe the role of agencies and their effectiveness 	

GMTs	Check
<ul style="list-style-type: none">• interpret and annotate field sketches and photographs• use a variety of maps• interpret choropleth, isoline, proportional symbol and topological maps• construct, interpret and analyse line, bar, scatter and pie diagrams• use primary data	