

**Oxford Cambridge and RSA Examinations**



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**OCR GCSE IN GEOGRAPHY A**

**1986**

**KEY SKILLS GUIDANCE**


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# OCR GCSE IN GEOGRAPHY A (1986)

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## Introduction

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Key Skills are central to successful employment and underpin future success in learning independently. Whilst they are certificated separately, the Key Skills guidance for this qualification has been designed to support the teaching and learning of the content. Opportunities for developing the generic Key Skills of Communication, Application of Number and Information Technology are indicated through the use of a  'key symbol' in Section C of the specification. The wider Key Skills of Working with Others, Problem Solving and Improving Own Learning and Performance may also be developed through the teaching programmes associated with the specification.

The following matrix indicates those Key Skills for which opportunities for at least some coverage of the relevant Key Skills Unit exist within Geography A.

	Communication	Application of Number	IT	Working with Others	Improving Own Learning and Performance	Problem Solving
Level 1	✓	✓	✓	✓	✓	✓
Level 2	✓	✓	✓	✓	✓	✓

This document offers detailed guidance on the Key Skills evidence that a candidate might produce during the course. It focuses on the evidence required to meet the criteria for the internally assessed Key Skills portfolio. For example, in producing the work for assessment as evidence of C2.1a (Contribute to a discussion about a straightforward subject) a candidate is required to:

- Make clear and relevant contributions in a way that suits their purpose and situation.
- Listen and respond appropriately to what others say.
- Help to move the discussion forward.

The Key Skills and Evidence Requirements on the following tables are quoted from Part B of the QCA Key Skills specification and, as such, are addressed to the candidate. The Opportunities for Development provide guidance for teachers about how the specification might be used to provide teaching and learning opportunities and/or assessment opportunities for the Key Skill.

For further information about the requirements of these units, teachers should refer to QCA's Key Skills specifications (2000 version).

For further information about the assessment and certification of Key Skills, teachers should contact OCR.

# COMMUNICATION LEVEL 1

# GCSE GEOGRAPHY A

KEY SKILL		EVIDENCE REQUIREMENTS	OPPORTUNITIES FOR DEVELOPMENT
<b>C1.1</b>	Take part in a one-to-one discussion and a group discussion about different, straightforward subjects.	<ul style="list-style-type: none"> <li>• Provide information that is relevant to the subject and purpose of the discussion.</li> <li>• Speak clearly in a way that suits the situation.</li> <li>• Listen and respond appropriately to what others say.</li> </ul>	<p><b>Learning Activities</b></p> <p>Unit 2 – Factors affecting the density and distribution of population.</p> <p>One to one and group discussions about the attractions of a variety of areas using resources such as photographs and maps.</p> <p><b>Internal Assessment</b></p> <p>Group discussion in preparation for the collection of fieldwork data for the geographical investigation.</p>
<b>C1.2</b>	Read and obtain information from two different types of documents about straightforward subjects, including at least one image.	<ul style="list-style-type: none"> <li>• Read relevant material.</li> <li>• Identify accurately the main points and ideas in material.</li> <li>• Use the information to suit your purpose.</li> </ul>	<p><b>Learning Activities</b></p> <p>Unit 3 – Tourism and its effects.</p> <p>Information about the attractions of a tourist destination is provided. One could be all text such as a tourist guide, the other an extract from a brochure produced by a travel company with illustrations such as maps and pictures. The information is used for a discussion (C1.1) or a document such as a letter describing the destination (C1.3).</p> <p><b>Internal Assessment</b></p> <p>Using secondary sources for the coursework e.g. a newspaper, a chapter in a book, an article in a geographical journal, council leaflets, a report. The information would be used in the investigation (C1.3).</p>
<b>C1.3</b>	Write two different types of documents about straightforward subjects. Include at least one image in one of the documents.	<ul style="list-style-type: none"> <li>• Present relevant information in a form that suits your purpose.</li> <li>• Ensure text is legible.</li> <li>• Make sure that spelling, punctuation and grammar are accurate so your meaning is clear.</li> </ul>	<p><b>Learning Activities</b></p> <p>Unit 4 – Global Warming</p> <p>A storyboard for a TV report and a written report for a journal, describing and illustrating the causes of global warming would be a suitable activity, following the gathering of appropriate materials (C1.2).</p> <p><b>Internal Assessment</b></p> <p>Using secondary sources for the coursework e.g. a newspaper, a chapter in a book, an article in a geographical journal, council leaflets, a report would be used in the write-up of the coursework.</p>

**COMMUNICATION LEVEL 2** **GCSE GEOGRAPHY A**

KEY SKILL		EVIDENCE REQUIREMENTS	OPPORTUNITIES FOR DEVELOPMENT
<b>C2.1a</b>	Contribute to a discussion about a straightforward subject.	<ul style="list-style-type: none"> <li>• Make clear and relevant contributions in a way that suits your purpose and situation.</li> <li>• Listen and respond appropriately to what others say.</li> <li>• Help to move the discussion forward.</li> </ul>	<p><b>Learning Activities</b></p> <p>Unit 2 – Causes and consequences of rural to urban migration.</p> <p>Discussion about the relative importance of push and pull factors contributing to a case study of migration in an LEDC.</p> <p><b>Internal Assessment</b></p> <p>Contributions to a de-briefing discussion about the success of data collection activities for the coursework.</p>
<b>C2.1b</b>	Give a short talk about a straightforward subject, using an image.	<ul style="list-style-type: none"> <li>• Speak clearly in a way that suits your subject, purpose and situation.</li> <li>• Keep to the subject and structure your talk to help listeners follow what you are saying.</li> <li>• Use an image to clearly illustrate your main points.</li> </ul>	<p><b>Learning Activities</b></p> <p>Unit 3 – Factors affecting the location of manufacturing and distribution industries.</p> <p>Presentation using a map, photograph, satellite image, slide, of a factory giving the reasons for its location.</p>
<b>C2.2</b>	Read and summarise information from two extended documents about a straightforward subject. One of the documents should include at least one image.	<ul style="list-style-type: none"> <li>• Select and read relevant material.</li> <li>• Identify accurately the lines of reasoning and main points from text and images.</li> <li>• Summarise the information to suit your purpose.</li> </ul>	<p><b>Learning Activities</b></p> <p>Unit 1 – The causes, effects and management of river floods.</p> <p>Summary of points of view of two activities/viewpoints from geographical magazines, newspapers, reports etc. about the causes of flooding along the Mississippi River in the 1990's. One could claim the weather caused the floods. The other could claim people building in the floodplains caused the floods.</p> <p><b>Internal Assessment</b></p> <p>Summary of secondary source materials consulted as part of work for the geographical investigation(s). These could be from geographical magazines, newspapers, reports, encyclopaedias, CD ROMS etc.</p>

<p><b>C2.3</b></p>	<p>Write two different types of documents about straightforward subjects. One piece of writing should be an extended document and include at least one image.</p>	<ul style="list-style-type: none"> <li>• Present relevant information in an appropriate form.</li> <li>• Use a structure and style of writing to suit your purpose.</li> <li>• Ensure text is legible and that spelling, punctuation and grammar are accurate, so your meaning is clear.</li> </ul>	<p><b>Learning Activities</b></p> <p>Unit 3 – Rapid industrial growth.</p> <p>The two documents might be chosen from notes, a report, an essay or a letter. The starting point could be notes on the role of multinational corporations and the government in developing the economy of the chosen country (e.g. South Korea). The candidate could then develop the topic by writing an essay or a report focusing on the consequences on people and the environment.</p> <p><b>Internal Assessment</b></p> <p>The coursework could provide evidence in the form of extended writing including at least one image..</p>
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APPLICATION OF NUMBER		LEVEL 1	GCSE GEOGRAPHY A
KEY SKILL		EVIDENCE REQUIREMENTS	OPPORTUNITIES FOR DEVELOPMENT
<b>N1.1</b>	Interpret straightforward information from two different sources. At least one source should be a table, chart, diagram or line graph.	<ul style="list-style-type: none"> <li>Obtain the information you need to meet the purpose of your task.</li> <li>Identify suitable calculations to get the results you need.</li> </ul>	<p><b>Learning Activities</b></p> <p>Unit 3 – The changing importance of fossil fuels, nuclear power and alternative energy.</p> <p>A study could be made of the changing importance of these fuels in the UK. The starting point could be information in the form of tables and graphs showing data over time. Suitable calculations could be identified in order to describe the changes.</p> <p><b>Internal Assessment</b></p> <p>The processing of information collected for the coursework is likely to offer this opportunity. The student will draw their own table, chart, diagram or line graph from their collected data and identify suitable calculations to interpret it.</p>
<b>N1.2</b>	Carry out straightforward calculations to do with: <ul style="list-style-type: none"> <li>a) amounts and sizes;</li> <li>b) scales and proportion;</li> <li>c) handling statistics.</li> </ul>	<ul style="list-style-type: none"> <li>Carry out calculations to the levels of accuracy you have been given.</li> <li>Check your results make sense.</li> </ul>	<p><b>Learning Activities</b></p> <p>The information interpreted for N1.1 could be used to produce calculations in order to describe the changes in energy consumption.</p> <p><b>Internal Assessment</b></p> <p>The coursework completed for internal assessment will usually involve calculations on data collected. The raw data could include environmental surveys, questionnaires, river flow characteristics, pollution measures. Statistical calculations could be used to establish averages or means. Formulae such as those used for pie charts, graphs and rates of change could be used.</p>
<b>N1.3</b>	Interpret the results of your calculations and present your findings. You must use one chart and one diagram.	<ul style="list-style-type: none"> <li>Choose suitable ways to present your findings.</li> <li>Present your findings clearly.</li> <li>Describe how the results of your calculations meet the purpose of your task.</li> </ul>	<p><b>Learning Activities</b></p> <p>Data processed in N1.2 could be represented and interpreted as, for instance, a poster or a newspaper article, including a chart and diagram showing the trends.</p> <p><b>Internal Assessment</b></p> <p>Statistical calculations and formulae carried out in N1.2 can be put in to at least one chart and diagram.</p>

APPLICATION OF NUMBER		LEVEL 2	GCSE GEOGRAPHY A
KEY SKILL		EVIDENCE REQUIREMENTS	OPPORTUNITIES FOR DEVELOPMENT
You must: carry through at least one substantial activity that includes straightforward tasks for N2.1, N2.2 and N2.3			
<b>N2.1</b>	Interpret information from two different sources, including material containing a graph.	<ul style="list-style-type: none"> <li>Choose how to obtain the information needed to meet the purpose of your activity.</li> <li>Obtain the relevant information.</li> <li>Select appropriate methods to get the results you need.</li> </ul>	<p><b>Learning Activities</b></p> <p>Unit 2 – Variations in population structure between countries. Information could be produced about population structure of chosen countries using material from textbooks, journals and the internet. Candidates would obtain and record it.</p> <p><b>Internal Assessment</b></p> <p>Coursework may provide the required evidence that information from different sources has been interpreted.</p>
<b>N2.2</b>	Carry out calculations to do with: <ul style="list-style-type: none"> <li>a) amounts and sizes;</li> <li>b) scales and proportion;</li> <li>c) handling statistics;</li> <li>d) using formulae.</li> </ul>	<ul style="list-style-type: none"> <li>Carry out calculations, clearly showing your methods and levels of accuracy.</li> <li>Check your methods to identify and correct any errors, and make sure your results make sense.</li> </ul>	<p><b>Learning Activities</b></p> <p>Unit 2 – Variations in population structure between countries. The information obtained about the population structure in different countries could be processed by plotting, mapping, graphing. Statistical calculations such as means and proportional values could be used to fulfil all the requirements.</p> <p><b>Internal Assessment</b></p> <p>The completed coursework may provide the required evidence.</p>
<b>N2.3</b>	Interpret the results of your calculations and present your findings. You must use at least one graph, one chart and one diagram.	<ul style="list-style-type: none"> <li>Select effective ways to present your findings.</li> <li>Present your findings clearly and describe your methods.</li> <li>Explain how the results of your calculations meet the purpose of your activity.</li> </ul>	<p><b>Learning Activities</b></p> <p>Unit 2 – Variation in population structure between countries. The enquiry into the population structure could be written up to fulfil the evidence requirements listed above.</p> <p><b>Internal Assessment</b></p> <p>The completed coursework may provide the required evidence.</p>

INFORMATION TECHNOLOGY		LEVEL 1	GCSE GEOGRAPHY A
KEY SKILL		EVIDENCE REQUIREMENTS	OPPORTUNITIES FOR DEVELOPMENT
IT1.1	Find, explore and develop information for two different purposes.	<ul style="list-style-type: none"> <li>• Find and select relevant information.</li> <li>• Enter and bring in information, using formats that help development.</li> <li>• Explore and develop information to meet your purpose.</li> </ul>	<p><b>Learning Activities</b></p> <p>Unit 2 – The characteristics of land use zones in urban areas.</p> <p>Use of CD ROM, electronic data bases, the Internet or a Geographical Information System such as Aegis 2 to obtain information related to selected towns and cities.</p> <p><b>Internal Assessment</b></p> <p>Use of CD ROM, electronic data bases, the Internet or a Geographical Information System such as Aegis 2 to obtain relevant information.</p>
IT1.2	Present information for two different purposes. Your work must include at least one example of text, one example of images and one example of numbers.	<ul style="list-style-type: none"> <li>• Use appropriate layouts for presenting information in a consistent way.</li> <li>• Develop the presentation so it is accurate, clear and meets your purpose.</li> <li>• Save information so it can be found easily.</li> </ul>	<p><b>Learning Activities</b></p> <p>Unit 2 – The characteristics of land use zones in urban areas.</p> <p>Presentation of information related to selected towns and cities for example a table of census indicators, clip art and illustrating the indicators and text describing the factors influencing land use patterns. The information could be presented as a report and/or a newspaper article.</p> <p><b>Internal Assessment</b></p> <p>The completed geographical investigation(s) may provide the required evidence.</p>



**INFORMATION TECHNOLOGY      LEVEL 2      GCSE GEOGRAPHY A**

KEY SKILL		EVIDENCE REQUIREMENTS	OPPORTUNITIES FOR DEVELOPMENT
<b>IT2.1</b>	Search for and select information for two different purposes.	<ul style="list-style-type: none"> <li>Identify the information you need and suitable sources.</li> <li>Carry out effective searches.</li> <li>Select information that is relevant to your purpose.</li> </ul>	<p><b>Learning Activities</b></p> <p>Unit 2 – The characteristics of land use zones in urban areas.</p> <p>Use of CD ROM, electronic data bases, the Internet or a Geographical Information System such as Aegis 2 to obtain information related to selected towns and cities.</p> <p><b>Internal Assessment</b></p> <p>Use of CD ROM, electronic data bases, the Internet or a Geographical Information System such as Aegis 2 to obtain relevant information.</p>
<b>IT2.2</b>	Explore and develop information, and derive new information, for two different purposes.	<ul style="list-style-type: none"> <li>Enter and bring together information using formats that help development.</li> <li>Explore information as needed for your purpose.</li> <li>Develop information and derive new information as appropriate.</li> </ul>	<p><b>Learning Activities</b></p> <p>Unit 2 – The characteristics of land use zones in urban areas.</p> <p>Use tables, databases and spreadsheets to explore, analyse and develop census information. Use subsets of data and calculations to look for social and cultural patterns in selected towns and cities.</p> <p><b>Internal Assessment</b></p> <p>Use tables, databases and spreadsheets to explore, analyse and develop the relevant information.</p>
<b>IT2.3</b>	Present combined information for two different purposes. Your work must include at least one example of text, one example of images and one example of numbers.	<ul style="list-style-type: none"> <li>Select and use appropriate layouts for presenting combined information in a consistent way.</li> <li>Develop the presentation to suit your purpose and the types of information.</li> <li>Ensure your work is accurate, clear and saved appropriately.</li> </ul>	<p><b>Learning Activities</b></p> <p>Unit 3 – Rapid industrial growth.</p> <p>The evidence for Communication Level 2 could double count.</p> <p><b>Internal Assessment</b></p> <p>The completed coursework could provide the required evidence.</p>

# WORKING WITH OTHERS LEVEL 1

# GCSE GEOGRAPHY A

KEY SKILL	EVIDENCE REQUIREMENTS	OPPORTUNITIES FOR DEVELOPMENT
<p><b>You must:</b> Provide at least two examples of meeting the standard for WO1.1, WO1.2 and WO1.3 (one example must show you can work in one-to-one situations and one example must show you can work in group situations).</p>		
<p><b>WO1.1</b></p>	<p>Confirm what needs to be done to achieve given objectives, including your responsibilities and working arrangements.</p>	<ul style="list-style-type: none"> <li>• Check that you clearly understand the objectives you have been given for working together.</li> <li>• Identify what needs to be done to achieve these objectives and suggest ways you could help.</li> <li>• Make sure that you are clear about your responsibilities and working arrangements.</li> </ul>
<p><b>WO1.2</b></p>	<p>Work with others towards achieving given objectives, carrying out tasks to meet your responsibilities.</p>	<ul style="list-style-type: none"> <li>• Carry out tasks to meet your responsibilities.</li> <li>• Work safely, and accurately follow the working methods you have been given.</li> <li>• Ask for help and offer support to others, when appropriate.</li> </ul>
<p><b>WO1.3</b></p>	<p>Identify progress and suggest ways of improving work with others to help achieve given objectives.</p>	<ul style="list-style-type: none"> <li>• Identify what has gone well in working with others.</li> <li>• Report any difficulties in meeting your responsibilities and say what you did about them.</li> <li>• Suggest ways of improving work with others to help achieve the objectives.</li> </ul>
<p><b>Learning Activities</b></p> <p>Teacher directed pairs/group work collecting information for case studies from internet, CD ROM's, books etc.</p> <p><b>Internal Assessment</b></p> <p>Teacher directed pairs/group work involving local fieldwork e.g. investigating microclimate or environmental work in the school grounds, school energy audits.</p>	<p><b>Learning Activities</b></p> <p>Collecting information for case studies from Internet, CD ROM's, books etc.</p> <p><b>Internal Assessment</b></p> <p>Local fieldwork e.g. investigating microclimate or environmental work in the school grounds, school energy audits.</p>	<p><b>Learning Activities</b></p> <p>Monitoring progress made collecting information for case studies from internet, CD ROM's books etc. Reflecting on ways collaborative work could be done.</p> <p><b>Internal Assessment</b></p> <p>Monitoring progress made with local fieldwork e.g. investigating microclimate or environmental work in the school grounds, school energy audits. Reflecting on ways collaborative work could be improved.</p>

# WORKING WITH OTHERS      LEVEL 2      GCSE GEOGRAPHY A

KEY SKILL	EVIDENCE REQUIREMENTS	OPPORTUNITIES FOR DEVELOPMENT
<p><b>You must:</b> Provide at least two examples of meeting the standard for WO2.1, WO2.2 and WO2.3 (one example must show you can work in one-to-one situations and one example must show you can work in group situations).</p>		
<p><b>WO2.1</b></p>	<p>Plan straightforward work with others, identifying objectives and clarifying responsibilities, and confirm working arrangements.</p>	<ul style="list-style-type: none"> <li>• Identify the objectives of working together and what needs to be done to achieve these objectives.</li> <li>• Exchange relevant information to clarify responsibilities.</li> <li>• Confirm working arrangements with those involved.</li> </ul> <p><b>Learning Activities</b> Group work involving planning a piece of research for a case study for one of the themes.</p> <p><b>Internal Assessment</b> Group work involving planning collecting of data for the geographical investigation.</p>
<p><b>WO2.2</b></p>	<p>Work cooperatively with others towards achieving identified objectives, organising tasks to meet your responsibilities.</p>	<ul style="list-style-type: none"> <li>• Organise your own tasks so you can be effective in meeting your responsibilities.</li> <li>• Carry out tasks accurately and safely, using appropriate working methods.</li> <li>• Support cooperative ways of working, seeking advice from an appropriate person when needed.</li> </ul> <p><b>Learning Activities</b> Research a case study for one of the themes.</p> <p><b>Internal Assessment</b> Collecting data for the geographical investigation.</p>
<p><b>WO2.3</b></p>	<p>Exchange information on progress and agree ways of improving work with others to help achieve objectives.</p>	<ul style="list-style-type: none"> <li>• Provide relevant information on what has gone well and what has gone less well in working with others, including the quality of your work.</li> <li>• Listen and respond appropriately to progress reports from others.</li> <li>• Agree ways of improving work with others to help achieve the objectives.</li> </ul> <p><b>Learning Activities</b> Monitoring progress made researching a case study for one of the themes. Reflecting on ways of collaborative working could be improved.</p> <p><b>Internal Assessment</b> Monitoring progress made researching a case study for the geographical investigation. Reflecting on ways collaborative working could be improved.</p>

**IMPROVING OWN LEARNING AND PERFORMANCE****LEVEL 1****GCSE GEOGRAPHY A**

KEY SKILL		EVIDENCE REQUIREMENTS	OPPORTUNITIES FOR DEVELOPMENT
<b>You must:</b> Provide at least two examples of meeting the standard for LP1.1, LP1.2 and LP1.3.			
<b>LP1.1</b>	Confirm understanding of your short-term targets, and plan how these will be met, with the person setting them.	<ul style="list-style-type: none"> <li>• Make sure targets clearly show what you want to achieve.</li> <li>• Identify clear action points and deadlines for each target.</li> <li>• Identify how to get the support you need and the arrangements for reviewing your progress.</li> </ul>	Establish and understand targets with teacher/mentor related to e.g. Internal Assessment, homework, class work, end of unit tests, revision tests, using a computer. Record as an action plan.
<b>LP1.2</b>	Follow your plan, using support given by others to help meet targets. Improve your performance by: <ul style="list-style-type: none"> <li>• Studying a straightforward subject.</li> <li>• Learning through a straightforward practical activity.</li> </ul>	<ul style="list-style-type: none"> <li>• Work through your action points to complete tasks on time.</li> <li>• Use support given by others to help you meet targets.</li> <li>• Use different ways of learning suggested by your supervisor, and make changes, when needed, to improve your performance.</li> </ul>	Follow plans and evaluate personal planning. This could be related to Internal Assessment, homework, class work, end of unit tests, revision tests or practical skills such as using a computer. Details should be recorded on action plan.
<b>LP1.3</b>	Review your progress and achievements in meeting targets, with an appropriate person.	<ul style="list-style-type: none"> <li>• Say what you learned and how you learned, including what has gone well and what has gone less well.</li> <li>• Identify targets you have met and your achievements.</li> <li>• Check what you need to do to improve your performance.</li> </ul>	Review plans and effectiveness of personal planning, related to Internal Assessment, homework, class work, end of unit tests, revision tests or practical skills using a computer using action plan.

# IMPROVING OWN LEARNING AND PERFORMANCE

## LEVEL 2

## GCSE GEOGRAPHY A

KEY SKILL		EVIDENCE REQUIREMENTS	OPPORTUNITIES FOR DEVELOPMENT
<b>You must:</b> Provide at least two examples of meeting the standard for LP2.1, LP2.2 and LP2.3.			
<b>LP2.1</b>	Help set short-term targets with an appropriate person and plan how these will be met.	<ul style="list-style-type: none"><li>• Provide accurate information to help set realistic targets for what you want to achieve.</li><li>• Identify clear action points for each target.</li><li>• Plan how you will use your time well to meet targets, including use of support and arrangements for reviewing your progress.</li></ul>	Establish with teacher/mentor through discussion targets for Internal Assessment, homework, class work, end of unit tests, revision tests, using a computer etc. Record as an action plan.
<b>LP2.2</b>	Take responsibility for some decisions about your learning, using your plan and support from others to help meet targets.  Improve your performance by: <ul style="list-style-type: none"><li>• Studying a straightforward subject.</li><li>• Learning through a straightforward practical activity.</li></ul>	<ul style="list-style-type: none"><li>• Use your action points to help manage your time well and complete tasks, revising your plan when needed.</li><li>• Identify when you need support and use this effectively to help you meet targets.</li><li>• Select and use different ways of learning to improve your performance, working for short periods without close supervision.</li></ul>	Use plans and support related to Internal Assessment, homework, class work, end of unit tests, revision tests, using a computer, when needed to make targets.
<b>LP2.3</b>	Review progress with an appropriate person and provide evidence of your achievements, including how you have used learning from one task to meet the demands of a new task.	<ul style="list-style-type: none"><li>• Identify what and how you learned, including what has gone well and what has gone less well.</li><li>• Identify targets you have met and evidence of your achievements.</li><li>• Identify ways to further improve your performance.</li></ul>	Review progress and effectiveness of personal planning related to details of learning activities e.g. Internal Assessment, homework, class work, end of unit tests, revision tests, using a computer outlined on action plan.

# PROBLEM SOLVING LEVEL 1

# GCSE GEOGRAPHY A

KEY SKILL		EVIDENCE REQUIREMENTS	OPPORTUNITIES FOR DEVELOPMENT
<p><b>You must:</b> Provide at least two examples of meeting the standard for PS1.1, PS1.2 and PS1.3.</p>			
<p><b>PS1.1</b></p>	<p>Confirm your understanding of the given problem with an appropriate person and identify two options for solving it.</p>	<ul style="list-style-type: none"> <li>• Check that you are clear about the problem you have been given and how to show success in solving it.</li> <li>• Identify different ways of tackling the problem.</li> <li>• Decide, with help, which options are most likely to be successful.</li> </ul>	<p><b>Learning Activities</b></p> <p>Unit 3 – Location of manufacturing and distribution industries.</p> <p>Role play exercises using simulation software.</p> <p><b>Internal Assessment</b></p> <p>The evidence requirements could be applied to completing an investigation if defined as a problem.</p>
<p><b>PS1.2</b></p>	<p>Plan and try out at least one option for solving the problem, using advice and support given by others.</p>	<ul style="list-style-type: none"> <li>• Confirm with an appropriate person the option you will try for solving the problem.</li> <li>• Plan how to carry out this option.</li> <li>• Follow through your plan, making use of advice and support given by others.</li> </ul>	<p><b>Learning Activities</b></p> <p>Unit 3 – Location of manufacturing and distribution industries.</p> <p>Assess the choice of location using evidence in the simulation and group discussions. Record discussion, plan and outcome.</p> <p><b>Internal Assessment</b></p> <p>The evidence requirements could be applied to completing an investigation if defined as a problem.</p>
<p><b>PS1.3</b></p>	<p>Check if the problem has been solved by following given methods and describe the results, including ways to improve your approach to problem solving.</p>	<ul style="list-style-type: none"> <li>• Check if the problem has been solved by accurately following the methods you have been given.</li> <li>• Describe clearly the results of tackling the problem.</li> <li>• Identify ways of improving your approach to problem solving.</li> </ul>	<p><b>Learning Activities</b></p> <p>Unit 3 – Location of manufacturing and distribution industries.</p> <p>Describe and evaluate the outcome of the choice of location. Record discussion, plan and outcome.</p> <p><b>Internal Assessment</b></p> <p>The evidence requirements could be applied to completing an investigation if defined as a problem.</p>

# PROBLEM SOLVING LEVEL 2

# GCSE GEOGRAPHY A

KEY SKILL		EVIDENCE REQUIREMENTS	OPPORTUNITIES FOR DEVELOPMENT
<p><b>You must:</b> Provide at least two examples of meeting the standard for PS2.1, PS2.2 and PS2.3.</p>			
<p><b>PS2.1</b></p>	<p>Identify a problem and come up with two options for solving it.</p>	<ul style="list-style-type: none"> <li>Identify the problem, accurately describing its main features, and how to show success in solving it.</li> <li>Come up with different ways of tackling the problem.</li> <li>Decide which options have a realistic chance of success, using help from others when appropriate.</li> </ul>	<p><b>Learning Activities</b></p> <p>Unit 2 – Strategies to improve the quality of life in urban areas.</p> <p>Role play exercise using appropriate simulation software.</p> <p><b>Internal Assessment</b></p> <p>The evidence requirements could be applied to completing an investigation if defined as a problem.</p>
<p><b>PS2.2</b></p>	<p>Plan and try out at least one option for solving the problem, obtaining support and making changes to your plan when needed.</p>	<ul style="list-style-type: none"> <li>Confirm with an appropriate person the option you will try for solving the problem, and plan how to carry it out.</li> <li>Use your plan, organising the relevant tasks and making changes to your plan when needed.</li> <li>Obtain and effectively use any support needed.</li> </ul>	<p><b>Learning Activities</b></p> <p>Unit 2 – Strategies to improve the quality of life in urban areas.</p> <p>Role play exercise using appropriate simulation software.</p> <p><b>Internal Assessment</b></p> <p>The evidence requirements could be applied to completing an investigation if defined as a problem.</p>
<p><b>PS2.3</b></p>	<p>Check if the problem has been solved by applying given methods, describe results and explain your approach to problem solving.</p>	<ul style="list-style-type: none"> <li>Check if the problem has been solved by accurately applying the methods you have been given.</li> <li>Describe clearly the results, and explain the decisions you took at each stage of tackling the problem.</li> <li>Identify the strengths and weaknesses of your approach to problem solving, and describe what you would do differently if you met a similar problem.</li> </ul>	<p><b>Learning Activities</b></p> <p>The first two stages of this Key Skill, exploration and description of problems and generation of ways of solving them are feasible within the context of the specification. The third stage, implementing options and checking whether the problem has been solved, may be difficult in a school context.</p> <p><b>Internal Assessment</b></p> <p>The evidence requirements could be applied to completing an investigation if defined as a problem.</p>