

Oxford Cambridge and RSA Examinations




OCR GCSE IN GEOGRAPHY C (BRISTOL PROJECT)

1988

KEY SKILLS GUIDANCE

OCR GCSE IN GEOGRAPHY C (BRISTOL PROJECT) (1988)

Introduction

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 C (Bristol Project).

	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 C (BRISTOL PROJECT)

KEY SKILL		EVIDENCE REQUIREMENTS	OPPORTUNITIES FOR DEVELOPMENT
C1.1	Take part in a one-to-one discussion and a group discussion about different, straightforward subjects.	<ul style="list-style-type: none"> • Provide information that is relevant to the subject and purpose of the discussion. • Speak clearly in a way that suits the situation. • Listen and respond appropriately to what others say. 	<p>Learning Activities</p> <p>Theme 1 Questions for Enquiry (a) What are the landforms that make up a selected landscape like? One to one and group discussions about the landforms that can be seen in a landscape using resources such as air photos, maps, video clips etc.</p> <p>Preparation for the DME</p> <p>Role play of stakeholders involved in the selected issue.</p> <p>Internal Assessment</p> <p>Group discussion in preparation for the collection of fieldwork data for the geographical investigation.</p>
C1.2	Read and obtain information from two different types of documents about straightforward subjects, including at least one image.	<ul style="list-style-type: none"> • Read relevant material. • Identify accurately the main points and ideas in material. • Use the information to suit your purpose. 	<p>Learning Activities</p> <p>Theme 1 Questions for Enquiry (b) What influences the patterns of climate at a regional scale?</p> <p>Information about the weather in two different forms is provided. One could be all text such as the transcript of a radio bulletin, the other an extract from a tabloid newspaper, with an illustration such as a map or cartoon, for the same day. The information is used for a discussion (C1.1) or a document such as a letter describing the weather (C1.3).</p> <p>Preparation for the DME</p> <p>Activities using text passages in the Resource Booklet e.g. creating subtitles, concept mapping, tabulation, annotation (of map, sketch etc.). The information is used for a discussion (C1.1) or as a document to be used for revision (C1.3).</p> <p>Internal Assessment</p> <p>Using secondary sources for the geographical investigation 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 geographical investigation (C1.3).</p>

<p>C1.3</p>	<p>Write two different types of documents about straightforward subjects. Include at least one image in one of the documents.</p>	<ul style="list-style-type: none"> • Present relevant information in a form that suits your purpose. • Ensure text is legible • Make sure that spelling, punctuation and grammar are accurate so your meaning is clear. 	<p>Learning Activities</p> <p>Theme 1 Questions for Enquiry (b) What influences the patterns of climate at a regional scale?</p> <p>A storyboard for a TV weather report and an email or a letter describing the weather would be suitable extensions from C1.2.</p> <p>Preparation for the DME</p> <p>The activities suggested in C1.2 creating subtitles, concept mapping, tabulation, annotation would be in the form of class notes. The candidates would need to tidy these up as revision notes. There are three weeks preparation time for the DME. The resource book cannot be taken out of the classroom. There are many opportunities for the candidate to write-up the information in classroom notes into neater documents for revision purposes.</p> <p>Internal Assessment</p> <p>The information from the secondary sources 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 geographical investigation.</p>
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COMMUNICATION		LEVEL 2	GCSE GEOGRAPHY C (BRISTOL PROJECT)
KEY SKILL		EVIDENCE REQUIREMENTS	OPPORTUNITIES FOR DEVELOPMENT
C2.1a	Contribute to a discussion about a straightforward subject.	<ul style="list-style-type: none"> • Make clear and relevant contributions in a way that suits your purpose and situation. • Listen and respond appropriately to what others say. • Help to move the discussion forward. 	<p>Learning Activities</p> <p>Theme 4 Questions for Enquiry (a) Why is the balance between the numbers of people living in rural and urban areas changing?</p> <p>Discussion about the relative importance of push and pull factors contributing to a case study of migration in the EU or an LEDC.</p> <p>Preparation for the DME</p> <p>Discussion about sustainability related to the DME issue.</p> <p>Internal Assessment</p> <p>Contributions to a de-briefing discussion about the success of data collection activities for the geographical investigation.</p>
C2.1b	Give a short talk about a straightforward subject, using an image.	<ul style="list-style-type: none"> • Speak clearly in a way that suits your subject, purpose and situation. • Keep to the subject and structure your talk to help listeners follow what you are saying. • Use an image to clearly illustrate your main points. 	<p>Learning Activities</p> <p>Theme 4 Questions for Enquiry (b) What affects the location of individual settlements?</p> <p>Presentation using a map, photograph, satellite image, slide, of a settlement giving the reasons for the its' location. The preparation for this could be a homework task, with the presentation a rolling programme towards the end of lessons devoted to Theme 4.</p> <p>This form of presentation could be used for a topical geography activity 'Geography in the News'. Candidates would be encouraged to use TV, radio, newspapers and the Internet as sources for information. This could be linked to Theme 5 Sustainable Development and preparation for the DME and/or preparation for the internally assessed geographical investigation.</p>

<p>C2.2</p>	<p>Read and summarise information from two extended documents about a straightforward subject. One of the documents should include at least one image.</p>	<ul style="list-style-type: none"> • Select and read relevant material. • Identify accurately the lines of reasoning and main points from text and images. • Summarise the information to suit your purpose. 	<p>Learning Activities</p> <p>Theme 2 Questions for Enquiry (b) What physical processes are responsible for natural hazards?</p> <p>Summary of points of view of two articles/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>Preparation for the DME</p> <p>Summaries of two of the resources in the DME Resource Booklet.</p> <p>Internal Assessment</p> <p>Summary of secondary source materials consulted as part of work for the geographical investigation. These could be from geographical magazines, newspapers, reports, encyclopaedias, CD ROMS etc.</p>
<p>C2.3</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"> • Present relevant information in an appropriate form. • Use a structure and style of writing to suit your purpose. • Ensure text is legible and that spelling, punctuation and grammar are accurate, so your meaning is clear. 	<p>Learning Activities</p> <p>Theme 3 Questions for Enquiry (b) What are the effects of economic change on the quality of life in different places?</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 roles of tourism, multinational corporations and development projects in improving the quality of life in Brazil. The candidate could then choose to develop one topic by writing an essay or a report focusing on Greater Carajas Project, the development of tourism in the Igacu region of Parana or the development of Brazil's car industry.</p> <p>Preparation for the DME</p> <p>Summaries of two of the resources in the DME Resource Booklet.</p> <p>Internal Assessment</p> <p>Summary of secondary source materials consulted as part of work for the geographical investigation. These could be from geographical magazines, newspapers, reports, encyclopedias, CD ROMS etc.</p>

APPLICATION OF NUMBER LEVEL 1 GCSE GEOGRAPHY C (BRISTOL PROJECT)

KEY SKILL		EVIDENCE REQUIREMENTS	OPPORTUNITIES FOR DEVELOPMENT
N1.1	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"> Obtain the information you need to meet the purpose of your task. Identify suitable calculations to get the results you need. 	<p>Learning Activities</p> <p>Theme 1 Questions for Enquiry (b) How does the global atmospheric system affect the climate in particular places?</p> <p>A comparison could be planned of the climate of the British Isles and a contrasting type of climate in an LEDC or MEDC. The starting point could be information in the form of tables, graphs, charts etc. from a local weather station. Similar information obtained for part of an LEDC e.g. Brazil or MEDC e.g. Japan. Suitable calculations could be identified in order to compare the data.</p> <p>Preparation for the DME</p> <p>One of the Resources in the DME Resource Booklet is usually a table, chart, diagram or line graph and will therefore offer this opportunity.</p> <p>Internal Assessment</p> <p>The processing of information collected for the geographical enquiry 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>
N1.2	Carry out straightforward calculations to do with: <ol style="list-style-type: none"> amounts and sizes; scales and proportion; handling statistics. 	<ul style="list-style-type: none"> Carry out calculations to the levels of accuracy you have been given. Check your results make sense. 	<p>Learning Activities</p> <p>The information interpreted for N1.1 could be used to produce calculations in order to compare the climate of the British Isles and a contrasting type of climate in an LEDC or MEDC. The calculations could include warmest, wettest, driest and coldest months, annual temperature range, annual rainfall. The difference between weather and climate could be discussed.</p> <p>Preparation for the DME</p> <p>One of the Resources in the DME Resource Booklet is usually a table, chart, diagram or line graph and will therefore offer this opportunity.</p> <p>Internal Assessment</p> <p>The investigation 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>

<p>N1.3</p>	<p>Interpret the results of your calculations and present your findings. You must use one chart and one diagram.</p>	<ul style="list-style-type: none"> • Choose suitable ways to present your findings. • Present your findings clearly. • Describe how the results of your calculations meet the purpose of your task. 	<p>Learning Activities</p> <p>The data could be represented and interpreted as, for instance a poster or a newspaper article, including a chart and diagram, comparing the two climates.</p> <p>Preparation for the DME</p> <p>The calculations from data from the DME Resource Booklet could be re-presented as chart and /or diagram as appropriate.</p> <p>Internal Assessment</p> <p>Statistical calculations and formulae carried out in N1.2 can be put into at least one chart and diagram.</p>
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APPLICATION OF NUMBER		LEVEL 2	GCSE GEOGRAPHY C (BRISTOL PROJECT)
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			
N2.1	Interpret information from two different sources, including material containing a graph.	<ul style="list-style-type: none"> Choose how to obtain the information needed to meet the purpose of your activity. Obtain the relevant information. Select appropriate methods to get the results you need. 	<p>Learning Activities</p> <p>Theme 1 Questions for Enquiry (b) How does the global atmospheric system affect the climate in particular places?</p> <p>Information could be produced about weather using the school weather station or the local meteorological station and material from the local newspaper. Candidates would obtain and record it.</p> <p>Preparation for the DME</p> <p>An exercise related to the resources in the DME Resource Booklet may offer this opportunity.</p> <p>Internal Assessment</p> <p>A geographical investigation may provide the required evidence.</p>
N2.2	Carry out calculations to do with: <ul style="list-style-type: none"> a) amounts and sizes; b) scales and proportion; c) handling statistics; d) using formulae. 	<ul style="list-style-type: none"> Carry out calculations, clearly showing your methods and levels of accuracy. Check your methods to identify and correct any errors, and make sure your results make sense. 	<p>Learning Activities</p> <p>Theme 1 Questions for Enquiry (b) How does the global atmospheric system affect the climate in particular places?</p> <p>The information obtained about the weather in the local area could be processed by plotting, mapping, graphing. Analytical techniques such as means and correlations could be used to fulfill all the requirements.</p> <p>Preparation for the DME</p> <p>An exercise related to the resources in the DME Resource Booklet may provide the required evidence.</p> <p>Internal Assessment</p> <p>The completed geographical investigation may provide the required evidence.</p>

<p>N2.3</p>	<p>Interpret the results of your calculations and present your findings. You must use at least one graph, one chart and one diagram.</p>	<ul style="list-style-type: none"> • Select effective ways to present your findings. • Present your findings clearly and describe your methods. • Explain how the results of your calculations meet the purpose of your activity. 	<p>Learning Activities</p> <p>Theme 1 Questions for Enquiry (b) How does the global atmospheric system affect the climate in particular places?</p> <p>The enquiry into the local weather could be written up to fulfill the evidence requirements listed above.</p> <p>Preparation for the DME</p> <p>An exercise related to the resources in the DME Resource Booklet may offer this opportunity.</p> <p>Internal Assessment</p> <p>The completed geographical investigation may provide the required evidence.</p>
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INFORMATION TECHNOLOGY LEVELS 1 & 2 GCSE GEOGRAPHY C (BRISTOL PROJECT)

KEY SKILL		EVIDENCE REQUIREMENTS	OPPORTUNITIES FOR DEVELOPMENT
IT1.1	Find, explore and develop information for two different purposes.	<ul style="list-style-type: none"> • Find and select relevant information. • Enter and bring in information, using formats that help development. • Explore and develop information to meet your purpose. 	<p>Learning Activities</p> <p>Theme 4 Questions for Enquiry (c) What factors influence social and cultural patterns in towns and cities? 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>Preparation for the DME</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> <p>Internal Assessment</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"> • Use appropriate layouts for presenting information in a consistent way. • Develop the presentation so it is accurate, clear and meets your purpose. • Save information so it can be found easily. 	<p>Learning Activities</p> <p>Theme 4 Questions for Enquiry (c) What factors influence social and cultural patterns in towns and cities? Presentation of information related to selected towns and cities for example a table of census indicators, clip art illustrating the indicators and text describing the factors influencing social and cultural patterns. The information could be presented as a report and/or a newspaper article.</p> <p>Preparation for the DME</p> <p>A presentation of a case study related to the DME issue or the resources in the DME Resource Booklet may offer this opportunity.</p> <p>Internal Assessment</p> <p>The completed geographical investigation may provide the required evidence.</p>

INFORMATION TECHNOLOGY LEVELS 1 & 2 GCSE GEOGRAPHY C (BRISTOL PROJECT)

KEY SKILL		EVIDENCE REQUIREMENTS	OPPORTUNITIES FOR DEVELOPMENT
IT2.1	Search for and select information for two different purposes.	<ul style="list-style-type: none"> • Identify the information you need and suitable sources. • Carry out effective searches. • Select information that is relevant to your purpose. 	<p>Learning Activities</p> <p>Theme 4 Questions for Enquiry (c) What factors influence social and cultural patterns in towns and cities? 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>Preparation for the DME</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> <p>Internal Assessment</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>
IT2.2	Explore and develop information, and derive new information, for two different purposes.	<ul style="list-style-type: none"> • Enter and bring together information using formats that help development. • Explore information as needed for your purpose. • Develop information and derive new information as appropriate. 	<p>Learning Activities</p> <p>Theme 4 Questions for Enquiry (c) What factors influence social and cultural patterns in towns and cities? 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>Preparation for the DME</p> <p>Use tables, databases and spreadsheets to explore, analyse and develop relevant information.</p> <p>Internal Assessment</p> <p>Use tables, databases and spreadsheets to explore, analyse and develop relevant information.</p>

IT2.3	<p>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.</p>	<ul style="list-style-type: none"> • Select and use appropriate layouts for presenting combined information in a consistent way. • Develop the presentation to suit your purpose and the types of information. • Ensure your work is accurate, clear and saved appropriately. 	<p>Learning Activities</p> <p>Theme 3 Questions for Enquiry (b) what are the effects of economic change on the quality of life in different places? The evidence for Communications Level 2 could double count.</p> <p>Preparation for the DME</p> <p>The evidence for Communications Level 2 could double count.</p> <p>Internal Assessment</p> <p>The completed geographical investigation could provide the required evidence.</p>
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WORKING WITH OTHERS LEVEL 1 GCSE GEOGRAPHY C (BRISTOL PROJECT)

KEY SKILL	EVIDENCE REQUIREMENTS	OPPORTUNITIES FOR DEVELOPMENT
<p>You must: 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>WO1.1</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"> • Check that you clearly understand the objectives you have been given for working together. • Identify what needs to be done to achieve these objectives and suggest ways you could help. • Make sure that you are clear about your responsibilities and working arrangements.
<p>Learning Activities</p> <p>Teacher directed pairs/group work collecting information for case studies from Internet, CD ROMS, books etc.</p> <p>Preparation for the DME</p> <p>Teacher directed pairs/group work researching information as background for the DME issue from Internet, CD ROMS, books etc.</p> <p>Internal Assessment</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>WO1.2</p>	<p>Work with others towards achieving given objectives, carrying out tasks to meet your responsibilities.</p>	<ul style="list-style-type: none"> • Carry out tasks to meet your responsibilities. • Work safely, and accurately follow the working methods you have been given. • Ask for help and offer support to others, when appropriate.
<p>Learning Activities</p> <p>Collecting information for case studies from Internet, CD ROMS, books etc.</p> <p>Preparation for the DME</p> <p>Researching information as background for the DME issue from Internet, CD ROMS, books etc.</p> <p>Internal Assessment</p> <p>Local fieldwork e.g. investigating microclimate or environmental work in the school grounds, school energy audits.</p>		

WO1.3	Identify progress and suggest ways of improving work with others to help achieve given objectives.	<ul style="list-style-type: none"> • Identify what has gone well in working with others. • Report any difficulties in meeting your responsibilities and say what you did about them. • Suggest ways of improving work with others to help achieve the objectives. 	<p>Learning Activities</p> <p>Monitoring progress made collecting information for case studies from Internet, CD ROMS, books etc. Reflecting on ways collaborative working could be improved.</p> <p>Preparation for the DME</p> <p>Monitoring progress made researching information as background for the DME issue from Internet, CD ROMS, books etc. Reflecting on ways collaborative working could be improved.</p> <p>Internal Assessment</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 working could be improved.</p>
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WORKING WITH OTHERS LEVEL 2 GCSE GEOGRAPHY C (BRISTOL PROJECT)

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

IMPROVING OWN LEARNING AND PERFORMANCE

LEVEL 1

GCSE GEOGRAPHY C (BRISTOL PROJECT)

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

IMPROVING OWN LEARNING AND PERFORMANCE

LEVEL 2

GCSE GEOGRAPHY C (BRISTOL PROJECT)

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

PROBLEM SOLVING LEVEL 1

GCSE GEOGRAPHY C (BRISTOL PROJECT)

KEY SKILL		EVIDENCE REQUIREMENTS	OPPORTUNITIES FOR DEVELOPMENT
<p>You must: Provide at least two examples of meeting the standard for PS1.1, PS1.2 and PS1.3.</p>			
<p>PS1.1</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"> • Check that you are clear about the problem you have been given and how to show success in solving it. • Identify different ways of tackling the problem. • Decide, with help, which options are most likely to be successful. 	<p>Learning Activities</p> <p>Theme 1 (c) How can systems ideas help the study of river basins; water in the atmosphere; habitats, including their soil and vegetation. Role play exercises using simulation software e.g. Water Excel.</p> <p>Internal Assessment</p> <p>The evidence requirements could be applied to completing an investigation if defined as a problem.</p>
<p>PS1.2</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"> • Confirm with an appropriate person the option you will try for solving the problem. • Plan how to carry out this option. • Follow through your plan, making use of advice and support given by others. 	<p>Learning Activities</p> <p>Theme 1 (c) How can systems ideas help the study of river basins; water in the atmosphere; habitats, including their soil and vegetation. Assess the options for solving the problem of flooding using evidence in the Water Excel pack and group discussions in role. Record discussion, plan and outcome.</p> <p>Internal Assessment</p> <p>The evidence requirements could be applied to completing an investigation if defined as a problem.</p>
<p>PS1.3</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"> • Check if the problem has been solved by accurately following the methods you have been given. • Describe clearly the results of tackling the problem. • Identify ways of improving your approach to problem solving. 	<p>Learning Activities</p> <p>Theme 1 (c) How can systems ideas help the study of river basins; water in the atmosphere; habitats, including their soil and vegetation. Describe and evaluate the outcome of the plan for solving the problem of flooding. Record discussion, plan and outcome.</p> <p>Internal Assessment</p> <p>The evidence requirements could be applied to completing an investigation if defined as a problem.</p>

PROBLEM SOLVING LEVEL 2

GCSE GEOGRAPHY C (BRISTOL PROJECT)

KEY SKILL		EVIDENCE REQUIREMENTS	OPPORTUNITIES FOR DEVELOPMENT
<p>You must: Provide at least two examples of meeting the standard for PS2.1, PS2.2 and PS2.3.</p>			
<p>PS2.1</p>	<p>Identify a problem and come up with two options for solving it.</p>	<ul style="list-style-type: none"> Identify the problem, accurately describing its main features, and how to show success in solving it. Come up with different ways of tackling the problem. Decide which options have a realistic chance of success, using help from others when appropriate. 	<p>Learning Activities</p> <p>Theme 4 (c) Land use within settlements, role play exercise using appropriate simulation software e.g. Simcity.</p> <p>Internal Assessment</p> <p>The evidence requirements could be applied to completing an investigation if defined as a problem.</p>
<p>PS2.2</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"> Confirm with an appropriate person the option you will try for solving the problem, and plan how to carry it out. Use your plan, organising the relevant tasks and making changes to your plan when needed. Obtain and effectively use any support needed. 	<p>Learning Activities</p> <p>Theme 4 (c) Role play exercise using appropriate simulation software e.g. Simcity.</p> <p>Internal Assessment</p> <p>The evidence requirements could be applied to completing an investigation if defined as a problem</p>
<p>PS2.3</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"> Check if the problem has been solved by accurately applying the methods you have been given. Describe clearly the results, and explain the decisions you took at each stage of tackling the problem. Identify the strengths and weaknesses of your approach to problem solving, and describe what you would do differently if you met a similar problem. 	<p>Learning Activities</p> <p>The first two stages of this Key Skill, the recognition, exploration and description of problems and the generation of ways of solving them are feasible within the context of this specification. The third stage, implementing options and checking whether the problem has been solved, may be difficult in a school context</p> <p>Theme 4 (c) Role play exercise using appropriate simulation software e.g. Simcity.</p> <p>Internal Assessment</p> <p>The evidence requirements could be applied to completing an investigation if defined as a problem.</p>