

APPENDIX

THE EXEMPLIFICATION OF KEY SKILLS

The following tables give some examples of Geography Spec B contexts in which naturally occurring key skills evidence could be accumulated.

Note: If producing certain types of evidence creates difficulties due to disability or other factors, the candidate may be able to use other ways to show achievement. The candidate should ask the tutor or supervisor for further information.

The first table focuses on Communication (Level 2). Candidates must provide evidence to meet the standards for C2.1a, C2.1b, C2.2 and C2.3:

- Take part in a group discussion
- Give a talk of at least 4 minutes
- Read and summarise information from at least two documents (minimum 500 words) about the same subject
- Write two different types of documents (one of which must be at least 500 words), each one giving different information

COMMUNICATION: LEVEL 2

C2.1a TAKE PART IN A GROUP DISCUSSION			
Candidates must:	Evidence must show that candidates can:	Examples of evidence:	Suggested context:
Take part in a group discussion.	Make clear and relevant contribution in a way that suits their purpose and situation. Respond appropriately to others. Help to move the discussion forward.	A record from someone who observed the discussion or video/ audiotape of discussion.	Students take on the role of various different groups of people in a discussion about ways in which the UK could achieve a low carbon future (Theme 2 Key Idea 2)

C2.1b GIVE A TALK OF AT LEAST FOUR MINUTES			
Candidates must:	Evidence must show candidates can:	Examples of evidence:	Suggested context:
Give a talk of at least four minutes.	Speak clearly in a way that suits their subject, purpose and situation. Keep to the subject and structure their talk to help listeners follow what they are saying. Use appropriate ways to support their main points.	A record from someone who has observed the talk including a description of any image/support material used or a video/ audiotape or preparatory notes with images/ support material.	Students research and then give a talk to the rest of the class about a specific case study e.g. the environmental, social and economic impacts of a water deficit (Theme 2 Key Idea 5) or the problems caused by leisure in a rural area (Theme 1 Key Idea 7)

C2.2 READ AND SUMMARISE INFORMATION			
Candidates must:	Evidence must show candidates can:	Examples of evidence:	Suggested context:
<p>Read and summarise information from at least two documents about the same subject.</p> <p>Each document must be a minimum of 500 words long.</p>	<p>Select and read relevant documents.</p> <p>Identify accurately the main points, ideas and lines of reasoning.</p> <p>Summarise the information to suit their purpose.</p>	<ul style="list-style-type: none"> • A record of what was read and why, including a note of the image. • Notes, highlighted text or answers to questions about material read. • Evidence of summarising information from notes of a presentation or a written document. 	<p>Students select at least two from a variety of sources (e.g. a newspaper, a weblog, a text book, and a website of an NGO) on a topic such as a planning issue involving housing (Theme 1 Key Idea 5), or use of an ecosystem (Theme 2 Key Idea 3). Students need to identify and summarise the main points made in at least two of the articles and also identify their purpose (i.e. identify where persuasive writing or emotive language has been used rather than factual reporting)</p>

C2.3 WRITE TWO DIFFERENT TYPES OF DOCUMENTS			
Candidates must:	Evidence must show candidates can:	Examples of evidence:	Suggested context:
<p>Write two different types of documents each one giving different information.</p> <p>One document must be at least 500 words long.</p>	<p>Present relevant information in a format that suits their purpose.</p> <p>Use a structure and style of writing to suit their purpose.</p> <p>Spell, punctuate and use grammar accurately.</p> <p>Make their meaning clear.</p>	<p>The two different documents might include an extended essay, a piece of research, report, letter, handouts.</p>	<p>Provide students with a variety of opportunities for different styles of writing to include, for example:</p> <p>Persuasive style e.g. text for a campaigning website such as Tourism Concern (Theme 3 Key Idea 3) or Survival International (Theme 2 Key Idea 3)</p> <p>Factual reporting (e.g. a broadsheet newspaper article on urban or retail change (Theme 1 Key Idea 4) or a flood event (Theme 2 Key Idea 6)</p> <p>Extended diary entries from a 'virtual fieldtrip' to a rainforest (Theme 2 Key Idea 3)</p> <p>Marketing copy for a multi-national company (Theme 3 Key Idea 6)</p>

APPLICATION OF NUMBER: LEVEL 2

Candidates must:

Undertake at least **ONE** activity that includes tasks for all three of N2.1, N2.2 (a or b or c or d) and N2.3 should be carried out*. Overall, through one or more activities the candidate must:

- use **TWO DIFFERENT** sources which include material containing a chart or graph (N2.1)
- do calculations for a, b, c and d (N2.2)
- present findings in **TWO DIFFERENT** ways using charts, graphs or diagrams (N2.3).

* Where it is necessary to carry out additional activities to meet all the requirements of N2.2 (a, b, c, d) each activity must include tasks for N2.2 and N2.3 or N2.1 and N2.2.

N2.1 INTERPRET INFORMATION FROM A SUITABLE SOURCE			
Candidates must:	Evidence must show candidates can:	Examples of evidence:	Suggested context:
Interpret information from a suitable source.	Choose how to get the information they need to meet the purpose of their activity. Obtain relevant information. Choose appropriate methods to get the results they need.	The purpose of the task should be set out at the beginning of the work including an explanation of how they choose to get their information.	Teacher set enquiry question which requires students to collect data from either a primary or secondary source and answer the question using their data. For example: Where is the best place in the school grounds to locate a new picnic bench? (Theme 2 Key Idea 2). This would require students to collect data on aspect, wind speeds and temperatures. They could then analyse their data choosing an appropriate method (at least one graph, chart or diagram) to choose the sunniest most sheltered location.

N2.2 USE THIS INFORMATION TO CARRY OUT MULTI- STEP CALCULATIONS			
Candidates must:	Evidence must show candidates can:	Examples of evidence:	Suggested context:
Use your information to carry out calculations to do with: (a) Amounts or sizes (b) Scales or proportion (c) Handling statistics (d) Using formulae	Carry out calculations, clearly showing their methods and levels of accuracy. Check their methods to identify and correct any errors and make sure their results make sense.	Perform a number of different types of multi-step calculations, with and without a calculator for each of a, b, c and d showing methods, appropriate rounding and levels of accuracy; how the candidate checked that the methods and results made sense.	Conduct field work, for example, students use pedestrian or traffic survey data (collected over 15 minute periods at two different times of day) to calculate averages (mean, median and mode) amount of traffic per minute, total traffic in each direction per hour, percentage of traffic on one road compared to another (Theme 1 Key Idea 5). Alternatively, collect secondary data from the internet for analysis. For example, use aerial photographs / satellite images from a site such as multimap to calculate area of a housing estate. Or, collect weather data from the Met office site to calculate mean and range for temperature and rainfall data.

N2.3 INTERPRET THE RESULTS OF YOUR CALCULATIONS AND PRESENT YOUR FINDINGS			
Candidates must:	Evidence must show candidates can:	Examples of evidence:	Suggested context:
Interpret the results of your calculations and present your findings.	<p>Select effective ways to present their findings.</p> <p>Present their findings clearly using a chart, graph or diagram and describe their methods.</p> <p>Use more than one way of presenting their findings.</p> <p>Describe what their results tell them and how these meet their purpose.</p>	<p>Candidates must draw conclusions from their results, graphs, diagrams, etc. These should be related to the original purpose of the task and main findings highlighted. This should either prove or disprove their original hypothesis. Select the most appropriate method to display findings.</p> <p>Explain their choice of methods.</p>	<p>Students should select appropriate methods to present the findings of their enquiry. So, for a micro-climate study of the school grounds they might use annotated sketch maps, labelled photos, wind rose diagrams and compound line graphs to show max/min temperature. For a traffic survey students might select proportional arrows or flow lines located on a map and pie charts. The graphical material should be linked to a description of their findings. This could be done by word processing a report, or by giving oral feedback during a PowerPoint presentation of their maps / graphs to the class.</p>

INFORMATION and COMMUNICATION TECHNOLOGY: LEVEL 2

Candidates must overall, through two or more activities:

- include at least one ICT based information source
- include at least one non ICT based information source
- use at least one example of text, one example of image and one example of number
- present combined information such as text with image, text with number, image with number
- present evidence of purposeful use of email

ICT 2.1 SEARCH FOR AND SELECT INFORMATION, USING DIFFERENT SOURCES			
Candidates must:	Evidence must show candidates can:	Examples of evidence:	Suggested context:
Search for and select information to meet your needs. Use different information sources for each task and multiple search criteria in at least one case.	Select information relevant to the tasks.	Show use of multiple search criteria for 1 task. Evidence of selective internet searching. Non electronic source of information Action plan.	When researching a flood event (Theme 2 Key Idea 6) students should search for information using the internet in different ways using: a search engine such as Google or Yahoo; a news site such as BBC; a dedicated site such as the Environment Agency. Use an online GIS such as http://www.poverty.org.uk/ to display maps that match specific search criteria (such as low incomes)

ICT 2.2 ENTER AND DEVELOP THE INFORMATION AND DERIVE NEW INFORMATION			
Candidates must:	Evidence must show candidates can:	Examples of evidence:	Suggested context:
Enter and develop the information to suit the task and derive new information.	Enter and combine information using formats that helps development. Develop information derive new information as appropriate.	Use of ICT technology for word processing, number calculations and image develop. Annotate with correct terminology. Use spell checker Combine the information	Use digital cameras to take images on fieldtrips e.g. of river features (Theme 2), coastal landforms (Theme 7) or retail developments (Theme 1). Students should then use a suitable software package to add labels or annotations to their images. When investigating trends in tourist arrivals (Theme 3) students could find and select suitable data from a website such as http://www.onecaribbean.org The data could be copied and pasted into a spreadsheet where calculations such as totals and averages can be calculated.

ICT 2.3 PRESENT COMBINED INFORMATION			
Candidates must:	Evidence must show candidates can:	Examples of evidence:	Suggested context:
Present combined information such as text with image, text with number, image with number.	Develop the presentation so that the final output is accurate and shows consistent use of formats. Use layout appropriate to the types of information.	Present two tasks in different formats showing combined information that has been spell checked. Include use of purposeful email.	Students could produce a poster to show the results of fieldwork. It should include a graph of their results, text describing their results and an image with labels.

WORKING WITH OTHERS: LEVEL 2

Candidates must provide at least one example of meeting the standards for WO2.1, WO2.2 and WO2.3, to include work in a group or team situation. They must check progress on two occasions (for WO2.2).

WO2.1 PLAN WORK WITH OTHERS			
Candidates must:	Evidence must show candidates can:	Examples of evidence:	Suggested context:
Plan work with others	<p>Identify what they need to achieve together.</p> <p>Share relevant information to identify what needs to be done and individual responsibilities.</p> <p>Confirm the arrangements for working together.</p>	<p>A candidate statement showing understanding of what the team members aim to achieve.</p> <p>Minutes of meetings</p> <p>A record of a discussion indicating what information was shared and each team member's responsibility.</p> <p>A candidate statement showing what support and advice will be given.</p>	Students could work in groups of three/four and plan a piece of work on local services (Theme 1). They would need to discuss and decide on which members of the team would: research using the internet; collect and analyse leaflets from the local Tourist Information; email questions to local service providers.

WO2.2 WORK CO-OPERATIVELY TOWARDS YOUR AGREED OBJECTIVES			
Candidates must:	Evidence must show candidates can:	Examples of evidence:	Suggested context:
Work co-operatively towards achieving the identified objectives.	<p>Organise and carry out tasks safely using appropriate methods, to meet their responsibilities.</p> <p>Support co-operative ways of working to help archive the objectives for working together.</p> <p>Check progress, seeking advice from an appropriate person when needed.</p>	<p>A log/diary/workbook indicating how resources were identified and obtained including awareness of health of safety issues.</p> <p>Statements by team members to ensure that the working with others went smoothly.</p> <p>A candidate record of advice sought, from whom and why it was sought.</p> <p>A record by the candidate clearly detailing all progress checks.</p>	Students preparing to collect data from a field visit to a river (Theme 2) or Coastal environment could collaborate and support each other by: assessing risks; mitigating risks (e.g. checking weather forecasts or tide timetables) and then publishing the information (e.g. a bulletin on a notice board). They could work collaboratively to design data collection sheets. They might research the most accurate sampling techniques using the internet or text books) and clarify any questions they have about data collection from a suitable member of staff.

WO2.3 REVIEW WORK WITH OTHERS AND AGREE WAYS OF IMPROVING			
Candidates must:	Evidence must show candidates can:	Examples of evidence:	Suggested context:
Review your contributions and agree ways to improve work with others.	<p>Share relevant information on what went well and less well in working with others.</p> <p>Identify their role in helping to achieve things together.</p> <p>Agree ways of improving their work with others.</p>	<p>Minutes of group meetings showing evidence of agreement between team members on ways to improve the way they work together.</p> <p>An analysis of what was done to aid the process of working with others.</p>	After a field trip has taken place students could review the trip and make suggestions for improvements for future field studies.

IMPROVING OWN LEARNING AND PERFORMANCE: LEVEL 2

Candidates must provide at least one example of meeting the standard for LP2.1, LP2.2 and LP2.3 (the example should cover at least three targets). Overall, candidates must show they can use at least two different ways of learning to improve their performance.

LP2.1 SET TARGETS USING INFORMATION FROM APPROPRIATE PEOPLE			
	Evidence must show candidates can:	Examples of evidence:	Suggested context:
Help set targets with an appropriate person and plan how these will be met.	<p>Provide information to help set realistic targets for what they want to achieve.</p> <p>Identify clear action points for each target and how they will manage their time.</p> <p>Identify how to get the support they need and arrangements for reviewing their progress.</p>	<p>A candidate statement referring to the candidate's current knowledge and performance level and what they want to achieve.</p> <p>A detailed action plan for each target, clearly showing actions, deadlines and how the candidate will manage their time.</p> <p>A candidate statement showing that they know where and when support and resources can be had and from whom.</p> <p>A candidate statement showing they fully understand the arrangements for progress reviews. The candidate must know who will conduct the review, what form it will take, where and when it will happen.</p>	<p>Students could be involved in target setting and reviewing before and after a period of mock examinations.</p> <p>Students could identify areas of strengths / weakness e.g. knowledge of case studies, understanding of key terms, understanding of key processes such as differential rates of coastal erosion (Theme 2). They could use their list to identify a programme of revision for the mock exam.</p>
LP2.2 TAKE RESPONSIBILITY FOR SOME DECISIONS ABOUT YOUR LEARNING			
Candidates must:	Evidence must show candidates can:	Examples of evidence:	Suggested context:
Take responsibility for some decisions about your learning, using your plan to help meet targets and improve your performance.	<p>Use their action points to help manage their time well, revising their plan when needed.</p> <p>Choose ways of learning to improve their performance working for short periods without close supervision.</p> <p>Identify when they need support and use this effectively to help meet targets.</p>	<p>A candidate log or workbook, showing how and when each point in the action plan was addressed.</p> <p>A record on the action plan of how closely the candidate kept to their planned timings.</p> <p>A record on the action plan showing what revisions the candidate considered as necessary, why they were made and how effective these were.</p> <p>A learning log or workbook, clearly showing how the learning was carried out and why different ways of learning were adopted at different times.</p> <p>Reference in the learning log or workbook to the candidate's identification of when and why support is needed.</p> <p>A candidate statement on the effective use of the support.</p>	<p>Students could use a log book to support the self study of one key idea.</p> <p>Students could produce a plan in which the key questions of the specification are matched against page numbers of text books (including the Hodder text that supports this specification); links to resources on the school's VLE; or links to useful websites. They should identify the outcomes that they will need to achieve, for example: a list of glossary terms and their meanings; a case study identifying environmental, social and economic impacts; examples of conflicting opinions about a controversial issue.</p>

LP2.3 REVIEW PROGRESS AND PROVIDE EVIDENCE OF YOUR ACHIEVEMENTS			
Candidates must:	Evidence must show candidates can:	Examples of evidence:	Suggested context:
Review progress with an appropriate person and provide evidence of your achievements.	<p>Identify what they learned and how they have used their learning in another task.</p> <p>Identify targets they have met and evidence of their achievements.</p> <p>identify ways they learn best and how to further improve their performance.</p>	<p>A candidate statement clearly showing what has been learned.</p> <p>A cross-check by the candidate of the targets identified in the action plan and those which have been met. This may be written by the candidate, recorded by the assessor or it could be taped. It could take the form of a tick box with brief comments.</p> <p>A candidate statement identifying how they learn best e.g. by doing, by studying, working alone etc.</p> <p>Suggestions from the candidate how they might improve their performance.</p>	<p>If a self study unit of work has been followed (as suggested in LP2.3) then students could provide evidence of learning in the form of a simple log. The targets they had initially set (glossary terms, case study, outline of conflicting opinions etc) should be checked and ticked off.</p> <p>Students could then attempt an exam question under mock conditions. This could be marked by the teacher or peer assessed using criteria provided by the teacher. Having taken this test the student should be in a position to be able to suggest what they need to do to improve their performance.</p>

PROBLEM SOLVING: LEVEL 2

Candidates must provide at least one example of meeting the standard for P23.1, PS2.2 and PS2.3. The example should include exploring at least three different ways of tackling a problem (for PS2.1).

PS2.1 IDENTIFY A PROBLEM AND IDENTIFY WAYS OF TACKLING IT			
Candidates must:	Evidence must show candidates can:	Examples of evidence:	Suggested context:
Identify a problem, with help from an appropriate person and identify different ways of tackling it.	<p>Provide information to help identify a problem accurately describing its main features.</p> <p>Identify how they will know the problem has been solved.</p> <p>Come up with different ways of tackling the problem.</p>	<p>An account of a discussion between the candidate and another appropriate person.</p> <p>A detailed description of the problem's main features.</p> <p>A candidate statement describing, in detail, the desired outcome(s).</p> <p>A candidate statement clearly showing they have considered at least two different approaches to tackling the problem e.g. a variety of visual, numerical, physical methods and mind-mapping, asking others about similar problems, by experimenting, by studying, by imitation.</p>	<p>Geography provides many opportunities for problem solving exercises. This might involve a local issue such as the desirability of a new retail outlet (Theme 1) Students need to decide: on the enquiry questions they will pose such as "How will traffic flows be affected by this development?" "How can negative impacts of the development be minimised?" They will also need to decide how best to gauge the opinions of local residents and how to quantify their responses.</p> <p>Alternatively, students could tackle a wider issue such as "How to create a low carbon future?" (Theme 1) Again, students could identify key enquiry questions with the help of local businesses and local representatives of pressure groups interested in the issue.</p>
PS2.2 PLAN AND TRY OUT AT LEAST ONE WAY OF SOLVING THE PROBLEM			
Candidates must:	Evidence must show candidates can:	Examples of evidence:	Suggested context:
Plan and try out at least one way of solving the problem.	<p>Confirm with an appropriate person how they will try to solve the problem.</p> <p>Plan what they need to do, identifying the methods and resources they will use.</p> <p>Use their plan effectively, getting support and revising their plan when needed to help tackle the problem.</p>	<p>A signed record of a discussion with an appropriate person.</p> <p>A detailed candidate action plan.</p> <p>An authenticated log or workbook. It may be confirmed by anyone in authority who has observed the candidate at work.</p> <p>A statement by a third party referring to any support offered and taken.</p> <p>Annotations on the plan showing when and why revisions were needed and what revisions were made.</p>	<p>Students plan how to answer the enquiry questions posed in PS2.1. For a local study (e.g. a new retail outlet) this might involve students in conducting: land use surveys using a GOAD map; traffic and pedestrian surveys; and a questionnaire of local shoppers.</p>

PS2.3 CHECK IF THE PROBLEM HAS BEEN SOLVED AND IDENTIFY WAYS TO IMPROVE YOUR PROBLEM SOLVING SKILLS			
Candidates must:	Evidence must show candidates can:	Examples of evidence:	Suggested context:
<p>Check if the problem has been solved and identify ways to improve problem solving skills.</p>	<p>Check if the problem has been solved by accurately using the methods they have been given.</p> <p>Describe clearly the results, including the strengths and weaknesses of how they tackled the problem.</p> <p>Identify ways of improving their problem solving skills.</p>	<p>A candidate record showing in detail what was checked and which method was used.</p> <p>A detailed account of the results by the candidate.</p> <p>A brief analysis by the candidate of both the strengths and weaknesses of how the problem was tackled.</p> <p>A record of assessor feedback questioning.</p> <p>A candidate account of the checking process and assessor feedback.</p>	<p>Students should present the main findings of their enquiry and also comment on its accuracy / validity. They could do this in one of a number of ways: an oral presentation to the class using PowerPoint to show slides of maps / graphs of their results; a poster display; a website; a formal, written report.</p> <p>For the local enquiry suggested in PS.1 the report might contain: a summary of the opinions of local retailers; views (for and against) expressed by shoppers; existing traffic and pedestrian flows and suggestions as to how this might change in the future if a new store were to open. The student should also include comments about the accuracy of the data collection and make suggestions about how this might be improved to make the results more valid.</p>