

Edexcel GCSE in Geography B (2GB01)

Key skills development suggestions

Here are the key skills development suggestions as mentioned on *page 61* of the specification.

Key skill (Level 2)		Unit	Opportunities for development or internal assessment
N2.1	Interpret information from a suitable source.	All units	Students need to obtain and use the required information, selecting appropriate methods to get the required results.
		Unit 1 Section A	Graphs to show rainfall statistics and maps to indicate changes in temperatures over time. Maps of major biomes and temperature, and rainfall graphs.
		Unit 1 Section B	Hydrographs related to rainfall etc.
		Unit 2 Section B	Graphs and choropleth maps showing world population growth and national differences. Graphs of national population growth and population pyramids. Bar graphs showing resource supply and maps to illustrate distribution.
		Unit 3	Interpretation and analysis of a range of data and resources.
		Unit 4	Interpretation of fieldwork data.
N2.2	Use your information to carry out calculations to do with: a amounts or sizes b scales or proportion c handling statistics d using formulae.	For all units	Students must carry out calculations, which could relate to volumes, ratios, averages, formulae, etc, and show their methods of working. They must show how they have checked the results and corrected their work as necessary.
		Unit 1 Section A	Analysis of diagrams and data obtained for N2.1 above. For example: What are the annual rainfall totals shown on the graphs? Find maximum and minimum temperatures and calculate temperature ranges.
		Unit 2 Section A	How long did the world's population take to double? What proportion of the country's population is aged under 15? Use formulae to calculate angles for pie charts as an alternative graphical method to bar graphs.
		Unit 4	Calculations related to raw fieldwork data.

Key skill (Level 2) Application of number		Unit	Opportunities for development or internal assessment
N2.3	Interpret the results of your calculations and present your findings.	All units	Based on their findings, students must select effective methods of presentation using, as appropriate charts, diagrams and tables. They should explain how the results of their calculations meet the requirements of the activity. All the activities suggested for N2.1 and N2.2 can be interpreted and presented in a variety of ways, including written analysis.

Key skill (Level 2) Communication		Unit	Opportunities for development or internal assessment
C2.1a	Take part in a group discussion.	All units	Many of the topics in this qualification are suitable as the basis of a group discussion. The discussion should be about a straightforward, perhaps familiar, subject. During the discussion students should make clear and relevant contributions, listen and respond to others and help to move the discussion forward.
		Unit 1 Section A	Discuss how might an LIC be affected by an earthquake as compared to an HIC? How can the UK deal with the effects of climate change?
		Unit 1 Section B	Discuss the advantages/disadvantages of different approaches to effective coastal management. Can river flooding ever be totally prevented?
		Unit 2 Section A	Can the management of migration ever be really effective? Discuss to what extent Malthus's ideas have proved accurate and suggest reasons why. Is the idea of 'sustainable cities' realistic?
		Unit 2 Section B	Discuss urban activities have a negative environmental impact on the surrounding rural areas.
		Unit 3	Weighing up potential solutions to the chosen issue.

Key skill (Level 2) Communication		Unit	Opportunities for development or internal assessment
C2.1b	Give a talk of at least four minutes.	All units	<p>Following on from their research, students could give a short talk to the rest of their group.</p> <p>During the talk, students should speak clearly, in a way that suits the subject and situation, and keep to the subject. The talk should be structured so that listeners can follow the points being made. The talk should include an image which illustrates the main points clearly. Images could include charts and diagrams, pictures, maps, items of equipment etc.</p> <p>Possible topics are listed below.</p>
		Unit 1 Section A	<p>The impact of an earthquake on a named area illustrated with newspaper cuttings.</p> <p>A consideration of the costs and benefits of a large-scale water management project, using maps and diagrams.</p>
		Unit 2 Section A	<p>Why population structure can vary between countries, using population pyramids.</p> <p>For one brownfield site, examine the various proposals put forward for regeneration using newspaper cuttings, photographs and maps.</p>
		Unit 4	<p>An explanation of how to use a piece of fieldwork equipment illustrated by the equipment.</p>
C2.2	Read and summarise information from at least two documents about the same subject. Each document must be a minimum of 500 words long.	All units	<p>Students will have a number of opportunities to read and synthesise information from two extended documents. For example, as part of their preparation for the discussion and talk, or for a piece of GCSE written work.</p> <p>Extended documents may include textbooks and reports and articles of more than three pages. At least one of these documents should contain an image from which students can draw appropriate and relevant information.</p> <p>Students will need to select and read relevant material. From this information they will need to identify accurately the lines of reasoning and main points from the text and images. Students will then need to summarise this information in an appropriate form, for example a talk, discussion or an essay.</p> <p>All the suggestions for C2.1b above will need to be researched and some of this research is likely to come from reading extended documents.</p> <p>Researching secondary sources to support the controlled assessment activities could also count towards evidence for this part of the key skill.</p>

Key skill (Level 2) Communication		Unit	Opportunities for development or internal assessment
C2.3	Write two different types of documents each one giving different information. One document must be at least 500 words long.	All units	Students need to produce two different types of document. At least one of these should be an extended document, for example a report or an essay of more than three pages. The document should present relevant information in an appropriate form. At least one of the documents should include an appropriate image containing and conveying relevant information effectively. Information should be structured clearly, for example through the use of headings and paragraphs. Students should ensure that the text is legible and that spelling, punctuation and grammar are accurate.

Key skill (Level 2) Information and communication technology		Unit	Opportunities for development or internal assessment
ICT2.1	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.	All units	Students will need to identify suitable sources of information and search effectively for information using multiple criteria. Selected information should be interpreted and students should decide what is relevant for their purpose.
		Unit 1 Section A	Use the National Parks website to research information on conservation measures.
		Unit 1 Section B	Use the Environment Agency website to research information about coastal management issues for example on the Dorset Coast. Use flood simulation software to model possible responses of a river basin to extreme rainfall.
		Unit 2 Section A	Use websites to research information about population change. Use websites to research information about employment change.
		Unit 2 Section B	Use the National Parks website to research information about economic and social pressures.
		Unit 3	Use websites for background research relating to the topic selected for <i>Decision Making</i> .
		Unit 4	Take photographs in the field using a digital camera.

Key skill (Level 2) Information and communication technology	Unit	Opportunities for development or internal assessment
ICT2.2 Enter and develop the information to suit the task and derive new information.	All units	<p>Students need to bring together information in formats that help development, such as tables. The information could be explored by, for example, changing information in a spreadsheet. Information should also be developed and new information derived as appropriate, for example through the use of headings, tables, charts and graphs.</p> <p>New information should be derived from, for example, comparing information from different sources, using formulae to calculate totals or averages.</p> <p>For each of the above suggestions, data obtained as figures could be entered on a spreadsheet and then graphed to give trends (for example of a river discharge over a year, or numbers of visitors to the National Parks by seasons). Data could be ranked or manipulated to give averages. Digital photographs can be annotated and manipulated to highlight particular features.</p>
ICT2.3 Present combined information such as text with image, text with number, image with number.	All units	<p>In presenting combined information, students will need to select and use appropriate layouts in a consistent way throughout, for example the use of margins, headings, borders, font size. Layouts, etc, should be refined to suit both the purpose of the document and the needs of the audience (early drafts should be kept as portfolio evidence).</p> <p>The final piece of work should be suitable in terms of its purpose and audience, for example GCSE controlled assessment, OHTs/handouts for a presentation. Spelling should be accurate (use of spellchecker) and the document proofread.</p>
	Unit 4	One piece of evidence could be the controlled assessment if it has been word processed and has images and number manipulation.

Key skill (Level 2) Improving own learning and performance		Unit	Opportunities for development or internal assessment
LP2.1	Help set targets with an appropriate person and plan how these will be met.	All units	Students can plan how they are to meet short-term targets with an appropriate person, for example agreeing a project with their teacher. This will include setting realistic targets and action points. Review dates should be built into the plan.
		Unit 4	When they are planning their controlled assessment, students agree an action plan for data collection and the writing of drafts and a final version. Key dates are set by which certain milestones will be achieved.
LP2.2	Take responsibility for some decisions about your learning, using your plan to help meet targets and improve your performance.	Unit 4	The plan should be used during performance reviews and include working for short periods without close supervision.
LP2.3	Review progress with an appropriate person and provide evidence of your achievements.	Unit 4	Students should review their own progress with the help of their teacher. They should identify, with evidence, what and how they have learned, provide information on what has gone well and what has gone less well, and whether targets have been met, providing evidence of achievements from relevant sources. They should identify with their teacher what action they need to take to improve their performance.

Key skill (Level 2)		Unit	Opportunities for development or internal assessment
PS2.1	Identify a problem, with help from an appropriate person, and identify different ways of tackling it.	All units	Students will need to identify a problem and describe its main features and how it has been solved. They need to identify different ways of tackling the problem and ways of judging success. They should use the help of others, for example their teacher, as appropriate.
		Unit 1 Section A	Consider the problems associated with sustainable water management.
		Unit 1 Section B	Consider the problem of managing a river flood.
		Unit 2 Section B	Examine the problem of trying to achieve sustainable transport in the local area.
		Unit 3	Examine problems associated with the identified theme.
PS2.2	Plan and try out at least one way of solving the problem.	All units	Students should confirm with their teacher their chosen option and how they will implement it. They then need to organise the tasks and make changes as necessary. Support should be obtained when needed.
		Unit 1 Section A	Plans can be put forward for solving these problems.
		Unit 2 Section B	Plans could be developed for solving these problems.
		Unit 3	Plans could be developed for solving these problems.

Key skill (Level 2) Problem solving		Unit	Opportunities for development or internal assessment
PS2.3	Check if the problem has been solved and identify ways to improve problem-solving skills.	All units	Students should check if the problem has been solved using agreed methods, for example by test, observation, inspection. They should describe the results, explaining the decisions taken. Students should identify the strengths and weaknesses of their approach and how they would do things differently if they met a similar problem.
		Unit 1 Section A	If the proposed solutions were implemented, this part of the problem-solving exercise could be completed.
		Unit 1 Section B	If computer simulation was used in PS2.2, this part of the problem-solving exercise could be completed.
		Unit 2 Section B	If the proposed solutions were implemented, this part of the problem-solving exercise could be completed.
		Unit 3	If the proposed solutions were implemented, this part of the problem-solving exercise could be completed.

Key skill (Level 2) Working with others	Unit	Opportunities for development or internal assessment
WO2.1 Plan work with others.	All units	Students should identify the objectives of working together and the tasks, resources and timescales required to meet these objectives. Information should be exchanged to clarify responsibilities. For example, suggesting ways that help can be given, asking what others can do, checking their own and others' responsibilities. The group needs to confirm responsibilities and working arrangements.
	Unit 1 Section A	Work in pairs to research information on climate change with the aim of doing a joint presentation on the topic.
	Unit 2 Section A	Work in pairs to research information on the pros and cons of alternative and renewable resources.
	Unit 3	Work in pairs to research information on the chosen issue for <i>Decision Making</i> .
	Unit 4	Fieldwork would be an ideal opportunity to generate evidence for this key skill. Students can work in groups to plan their data collection, with different students taking responsibility for obtaining the necessary equipment, making a record of the results etc.
WO2.2 Work co-operatively towards achieving the identified objectives.	All units	Students will need to organise tasks so that responsibilities can be met. For example, obtaining resources, completing tasks on time,. Tasks should be completed accurately and safely. Cooperative ways of working should be supported through, for example, anticipating the needs of others, avoiding actions that offend. Advice from others, including group members and the teacher, should be sought when needed. In all activities, students work together to fulfil their aims.

Key skill (Level 2) Working with others	Unit	Opportunities for development or internal assessment
WO2.3 Review your contributions and agree ways to improve work with others.	All units	<p>Once completed the full group needs to review the outcomes against the agreed objectives. In doing this they should identify what has gone well and what has gone less well. Students should listen and respond to progress reports from others and agree ways of improving working with others to help achieve objectives.</p> <p>In all activities, students review the success of their working together. The outcomes can be used to inform students' actions when they carry out a similar task, and/or inform the actions of students who have yet to attempt the task.</p>

Contact us If you have any questions please call us on 0844 576 0027 or use our Ask the Expert service. This online support service will put you in direct email contact with our senior subject experts. Go to www.edexcel.com/asktheexpert to ask a question.

