

Transferable Skills International GCSE Subject Mapping: Bangladesh Studies

Transferable skills will help students cope with the different demands of degree study and provide a solid skills base that enables them to adapt and thrive in different environments across educational stages; and ultimately into employment. A good international education should enable students to start developing transferable skills as early as possible. Developing these transferable skills where they naturally occur as part of the International GCSE curriculum can help build learner confidence and embed the importance of this well-rounded development.

Our approach to enhancing transferable skills in our International GCSEs ensures that it is not only the academic and cognitive skills that are developed, but those broader elements that universities highlight as being essential for success. Skills such as self-directed study, independent research, self-awareness of own strengths and weaknesses and time-management are skills that students cannot learn from a textbook but have to be developed through the teaching and learning experience that can be provided through an international curriculum.

In the tables below, we have taken a framework of skills and provided mapping to suggest where each skill can be assessed, and where each skill could be developed for this subject. This will enable teachers and learners to understand where they are developing each skill, and examples of how they can develop each skill through this International GCSE.

| NRC framework skill | Skill interpretation in this subject | Examples of where the skill is covered in content | Examples of where the skill is explicitly assessed in examination | Opportunity for the skill to be developed through teaching and learning approach |
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| Cognitive skills | | | | |
| Cognitive Processes and Strategies | | | | |
| Critical thinking | <p>Developing a critical perspective on an interpretation of the importance of, reasons for, or impact of a particular event or person in history.</p> <p>Using various geographical concepts (including information collected from geographical enquiry) and synthesising this information to make judgements.</p> | <p>All aspects of the History course lend themselves to this skill. An example might be: considering why there was a War of Independence in 1971.</p> <p>This skill is covered in the detailed Geography content wherever there is scope for students to make a judgement by weighing up the importance of competing factors, measure the value or success of something or exploring the strengths/weaknesses of different sides of an issue.</p> | <p>Paper 1: Part c and d</p> <p>Paper 2: Part e and f</p> | <p>Through discussion orally, or by setting written tasks on e.g. why there was a War of Independence in 1971.</p> <p>Provide unfamiliar data/stimulus material and discussion of how it relates to geographical concepts.</p> <p>Looking at geographical concepts and testing students understanding of how different component relate to each other.</p> |
| Problem solving | <p>Selecting and deploying relevant material in order to construct a response to a historical problem or issue posed as a matter for judgment.</p> <p>Use of enquiry and geographical skills, including quantitative skills, to solve problems related to geography</p> | <p>All aspects of the History course lend themselves to this skill. An example might be: considering the problems faced by Bangladesh in 1971.</p> <p>This skill is covered in the detailed Geography content wherever there is scope for candidates to have to apply their knowledge and understanding (including geographical skills) to offer explanations, make interpretations, or draw conclusions from stimulus material.</p> | <p>Paper 1: Part c and d</p> <p>Paper 2: Part c, d, e and f</p> | <p>Through discussion orally, or by setting written tasks on e.g. the problems faced by Bangladesh in 1971.</p> <p>Provide practice calculations using data and then look at aspects they can improve upon.</p> <p>Practice looking at real data and relating them to different areas of the detailed content, offering feedback on their ideas.</p> <p>Changes linked with globalisation, economic development and urbanisation.</p> |

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| Analysis | <p>Analysing events to form judgements on their importance.</p> <p>Being able to break a geographical issue down into individual components and making logical, evidence-based connections about the causes and effects of interrelationships between components.</p> | <p>All aspects of the History course lend themselves to this skill. An example might be: considering the importance of Jinnah in winning independence.</p> <p>This skill is covered in the detailed Geography content wherever there is scope for candidates to link different ideas together into cohesive chains of argument; this will usually occur when the command word is explain or analyse.</p> | <p>Paper 1: Part c and d</p> <p>Paper 2: Part d, e and f</p> | <p>Through discussion orally, or by setting written tasks on e.g. how Jinnah helped win independence.</p> <p>Look at reasons or factors and develop responses. Look at ways students can further develop responses. Look at accuracy of diagrams and of written responses to support.</p> <p>Evaluating the relative importance of different physical factors, influences, resources and hazards,</p> |
| Reasoning/argumentation | <p>Constructing a reasoned argument in a piece of extended writing to support a considered judgment about an historical issue.</p> <p>Give reasons and arguments on both sides, relating to a geographical issue.</p> | <p>All aspects of the History course lend themselves to this skill. An example might be: considering the impact of the Amritsar Massacre</p> <p>This skill is covered in the detailed Geography content wherever there is a requirement to provide a reasoned explanation of how or why something occurs; this will usually occur when the command word is explain - and some questions will require the use annotated diagrams to support an explanation.</p> | <p>Paper 1: Part c and d</p> <p>Paper 2: Part c, d, e and f</p> | <p>Through setting written tasks on e.g. the Amritsar Massacre</p> <p>Look at geographical questions and issues and look to see development of arguments for processes, interactions and both advantages and disadvantages. Provide feedback to ensure explanations are developed and they include supporting detailed description/case study material where appropriate</p> |
| Interpretation | <p>Forming a personal understanding of the view of historical figures in undertaking their chosen actions.</p> <p>Interpreting geographical information and understanding the meaning of that information. For instance, interpreting population pyramids</p> | <p>All aspects of the History course lend themselves to this skill. An example might be: considering why Gandhi called off his non-cooperation campaign.</p> <p>This skill can be applied to several areas of the geography specification as all topics have the scope to provide information that is unfamiliar to encourage application of knowledge and understanding.</p> | <p>Paper 1: Part c and d</p> <p>Paper 2: Part c, d, e and f</p> | <p>Through discussion orally, or by setting written tasks on e.g. the importance of Bangla as a unifying factor.</p> <p>Look at data and diagrams and interpret what it shows.</p> <p>Strategies to increase agricultural output (land rights reforms, plant breeding programmes, fertilisers/pesticides, education, water management and appropriate/intermediate technology).</p> |
| Decision making | <p>Making a choice whether to support the proposition given for judgment in question requiring extended answers. Weighing the strength of evidence countering and supporting the proposition and choosing relevant historical knowledge in order to support a personal decision.</p> <p>Evaluate geographical issues, questions and information to form conclusions which draw</p> | <p>All aspects of the History course lend themselves to this skill. An example might be: deciding whether the reign of Aurangzeb was to blame for the decline of the Mughal Empire.</p> <p>This skill is covered in the detailed Geography content wherever there is scope for candidates</p> | <p>Paper 1: Part d</p> <p>Paper 2: Part d and f</p> | <p>Through setting written tasks on e.g. Rabindranath Tagore</p> <p>Attempt evaluate/discuss/assess questions and encourage students to offer two viewpoints and to make decisions and conclusions for example as to whether advantages or disadvantages are more significant.</p> <p>Local actions and government strategies (in the context of international strategies) to mitigate and adapt to the challenges of climate change.</p> |

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| | on evidence such as strengths, weaknesses, alternatives and relevant data. | to evaluate different pieces of information and then bringing it together to form a conclusion. | | |
| Adaptive learning | <p>Understanding the values attitudes and beliefs of people of a different time in order to explain their motives and reasons for actions and the outcomes of events in extended answers requiring explanation of causation.</p> <p>Apply understanding of geographical issues in familiar situations and adapt these to use them in new and unfamiliar situations.</p> | <p>All aspects of the History course lend themselves to this skill. An example might be: considering the Muslims went on the Hijrat.</p> <p>This skill can be applied to several areas of Geography specification as all topics have the scope to provide information that is unfamiliar to encourage application of knowledge and understanding.</p> | <p>Paper 1: Part c and d</p> <p>Paper 2: Part d, e and f</p> | <p>Through discussion orally, or by setting written tasks on e.g. the 1971 election.</p> <p>Use a range of data to encourage learners to test their understanding against a range of unfamiliar data.</p> |
| Executive function | <p>Carrying out successfully a planned activity, for example by planning an essay and completing it to meet the plan.</p> <p>Planning how to apply practical geographical enquiry skills and investigate geographical issues; consideration of the process and impact of the plan and reviewing outcomes.</p> | <p>Any area of the History course lends itself to essay writing</p> <p>This skill can be applied to any part of the Geography content</p> | <p>Paper 1: Part d</p> <p>Paper 2: Part f</p> | <p>Through setting written tasks on e.g. Begum Khaleda Zia</p> |
| Creativity | | | | |
| Creativity | <p>Creating fresh insights into the motives of historical figures.</p> <p>Application of existing geographical knowledge and understanding to unfamiliar situations and/or use geographical concepts to explain an unusual geographical scenario.</p> | <p>For example, Why did Mountbatten partition India</p> <p>Applies to any part of the detailed Geography content where an unfamiliar context is used to encourage a creative response.</p> | <p>Paper 1: Part c and d</p> <p>Paper 2: Part c, e and f</p> | <p>Through discussion orally, or by setting written tasks on e.g. Mountbatten</p> <p>Give students geographical information/data and allow them to be creative in determining a suggesting possible reasons for and responses to the scenario.</p> <p>Challenges facing economic development (regional disparities, reliance on imported energy, loss of young skilled workers and gender equality).</p> |
| Innovation | <p>Personal ideas generation in developing answers to questions asking how far a student agrees with a statement about an historical issue.</p> <p>Use a different or unexpected way to answer a geographical question, for example those</p> | <p>An area of the History course lends itself to this skill. For example, why did Sir Syed Ahmad Khan write his books</p> <p>This skill can be covered in any part of the Geography specification.</p> | <p>Not assessed in a specific question. It is assessed as part of the learning process.</p> | <p>Through discussion orally, or by setting written tasks on e.g. Sir Syed Ahmad Khan</p> <p>Explore different ways to solve calculation questions and consider different ways that can be used to calculate.</p> |

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| | using data/statistics which require the application of geographical skills. | | | |
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| NRC framework skill | Skill interpretation in this subject | Examples of where the skill is covered in content | Examples of where the skill is explicitly assessed in examination | Opportunity for the skill to be developed through teaching and learning approach |
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| Intrapersonal skills | | | | |
| Intellectual openness | | | | |
| Adaptability | <p>Understanding the attitudes and values of people of a different time when explaining their motives.</p> <p>Ability to select and apply geographical skills across different topics ('transferable skills') to support knowledge and understanding / learning process.</p> | <p>Any historical event, such as the reversal of the partition of Bengal in 1911.</p> <p>This skill can be applied to all areas of the Geography content. It is dependent on how the content is taught.</p> | <p>Not assessed in a specific question. It is assessed as part of the learning process.</p> | <p>Through discussion orally, or by setting written tasks on e.g. the reversal of the partition of Bengal in 1911.</p> <p>Throughout the course flag up common geographical skills / recap prior learning before applying them to a different topic.</p> |
| Personal and social responsibility | <p>Using writing to undertake a specific task for which one is accountable.</p> <p>Awareness of contrasting social, economic, political and environmental perspectives for different geographical issues.</p> | <p>All set tasks in History</p> <p>This skill can be applied to all areas of the Geography content. It is dependent on how the content is taught.</p> | <p>Not assessed in a specific question. It is assessed as part of the learning process.</p> | <p>Through setting written tasks on e.g. Bangladesh's foreign policy.</p> <p>Get the students to look at issues related To topics with ethical considerations.</p> <p>Environmental impacts resulting from the exploitation of water, forest products, fish/shellfish and minerals</p> |
| Continuous learning | <p>Planning and reflecting on one's own learning in class - setting goals and meeting them in a continually developing fashion.</p> <p>Planning and reflecting on own-learning goals and meeting them regularly.</p> | <p>All learning in History</p> <p>This skill can be applied to all areas of the Geography content. It is dependent on how the content is taught.</p> | <p>Not assessed in a specific question. It is assessed as part of the learning process.</p> | <p>Any aspect of the course e.g. The Lucknow Pact.</p> <p>Students identify areas where they need extra help or practice. Reteach or offer therapy on topics they want to master.</p> |
| Intellectual interest and curiosity | <p>Undertaking a research task which is self-directed – pursuing a line of personal interest through appropriate research methods, including information technology and wider reading.</p> <p>Identifying their own geographical questions under their own initiative, and exploring the causes, consequences and possible solutions.</p> | <p>Any topic on the History course that lends itself to greater exploration.</p> <p>This skill can be applied to all areas of the Geography content. It is dependent on how the content is taught.</p> | <p>Not assessed in a specific question. It is assessed as part of the learning process.</p> | <p>Through setting research tasks on e.g. Sufism</p> <p>Students explore an area of interest and present findings and discuss with peers. e.g. The causes and characteristics of tropical cyclones, storm surges and flooding (river and coastal).</p> |

| Work ethic/conscientiousness | | | | |
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| Initiative | <p>Showing a willingness to undertake self-motivated lines of enquiry and go beyond the given parameters.</p> <p>Using geographical knowledge, independently (without guided learning), to further own understanding. Using different forms of media to investigate real world stories.</p> | <p>Any topic on the History course that lends itself to greater exploration.</p> <p>This skill can be applied to all areas of the Geography content. It is dependent on how the content is taught.</p> | <p>Not assessed in a specific question. It is assessed as part of the learning process.</p> | <p>Any aspect of the course e.g. The Lucknow Pact.</p> <p>Looking at real world stories in newspapers, on news and online. Facilitating feedback from students on what they find out and discussing.</p> <p>Changes linked with globalisation, economic development and urbanisation and the threat posed by climate change</p> |
| Self-direction | <p>Planning and carrying out research activity under own direction.</p> <p>Planning, developing and applying their learning of the real world through fieldwork.</p> | <p>Any topic on the History course that lends itself to greater exploration.</p> <p>This skill can be applied to all areas of the Geography content. It is dependent on how the content is taught.</p> | <p>Not assessed in a specific question. It is assessed as part of the learning process.</p> | <p>Any aspect of the course e.g. The Ganesh Dynasty</p> <p>Give research tasks to assess their ability to self-direct but also to ensure they can interpret data and show what it means.</p> |
| Responsibility | <p>Taking responsibility for any errors or omissions in work and creating a plan to improve.</p> <p>Taking responsibility for any errors or omissions in own work and creating a plan to improve.</p> | <p>All aspects of the student's own work in History</p> <p>This skill can be applied to all areas of the Geography content. It is dependent on how the content is taught.</p> | <p>Not assessed in a specific question. It is assessed as part of the learning process.</p> | <p>Any aspect of the course e.g. The Ganesh Dynasty</p> <p>Feedback on any errors and omissions giving students the chance to correct mistakes.</p> |
| Perseverance | <p>Actively seeking new ways to continue to improve own learning despite setbacks, with willingness to re-draft, undertake further reading or keep at a task until completed.</p> <p>Actively seeking new ways to continue learning or solve a problem despite setbacks that appear insurmountable at the time.</p> | <p>All aspects of the student's own work in History.</p> <p>This skill can be applied to all areas of the Geography content. It is dependent on how the content is taught.</p> | <p>Not assessed in a specific question. It is assessed as part of the learning process.</p> | <p>By being set written work on Any topic e.g. 'the Congress tyranny'.</p> <p>Give feedback in work that is constructive advising on ways to improve performance.</p> |
| Productivity | <p>Writing effectively and to a high standard in response to tasks.</p> <p>Be able to spot opportunities to apply knowledge to questions allowing complex arguments to be articulated in coherent, logical chains of reasoning.</p> | <p>All aspects of the student's own work in History.</p> <p>This skill can be applied to all areas of the Geography content. It is dependent on how the content is taught.</p> | <p>Not assessed in a specific question. It is assessed as part of the learning process.</p> | <p>By being set written work on Any topic e.g. 'The Congress Tyranny'.</p> <p>Test understanding of key terminology Put terms on the board and get them to define or give definitions and get them to identify the key term.</p> |
| Self-regulation (metacognition, forethought, reflection) | <p>Developing strategies over time, including self-assessment and critical review, for reflecting on the success or otherwise of own work.</p> | <p>All aspects of the student's own work in History.</p> <p>This skill can be applied to all areas of the Geography content. It is dependent on how the content is taught.</p> | <p>Not assessed in a specific question. It is assessed as part of the learning process.</p> | <p>Any aspect of the course e.g. The establishment of Mughal authority in Bengal</p> <p>Using opportunities to reflect on own</p> |

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| | Using opportunities to reflect on own learning to support the recognition that similar geographical processes and concepts can be applied in contrasting scenarios. | | | learning to support the recognition that similar geographical processes and concepts can be applied in contrasting scenarios. |
| Ethics | Developing an awareness of the ethical values of own society by comparison with similar or different ethics of another culture at a different time. Appreciate ethical issues relating to geographical issues. | For example, looking at Hindu and Muslim interpretations of the partition of Bengal. This skill can be applied to all areas of the Geography content. It is dependent on how the content is taught. | Not assessed in a specific question. It is assessed as part of the learning process. | For example, looking at Hindu and Muslim interpretations of the partition of Bengal. Get students to look at issues related to topics with ethical considerations. Feedback focusing on how ethical issues can offer a viewpoint to achieve a higher score. Environmental impacts resulting from the exploitation of water, forest products, fish/shellfish and minerals. |
| Integrity | Taking ownership for one's own work and willingly responding to questions and challenges; employing working methods which are honest and appropriate. Taking ownership for your own work and willingly respond to questions and challenges. | All aspects of the student's own work in History. This skill can be applied to all areas of the Geography content. It is dependent on how the content is taught. | Not assessed in a specific question. It is assessed as part of the learning process. | Any aspect of the course e.g. Bengal under the Nawabs Offer questions and challenges in feedback. |
| Positive Core Self Evaluation | | | | |
| Self-monitoring/self-evaluation/self-reinforcement | Developing the self-motivated habit of planning, completing, and reviewing one's own work as a matter of habit, critically and constructively. Planning and reviewing your own work as a matter of habit. | All aspects of the student's own work in History. This skill can be applied to all areas of the Geography content. It is dependent on how the content is taught. | Not assessed in a specific question. It is assessed as part of the learning process. | Any aspect of the course e.g. Bengal under the Nawabs. Give learners the opportunity to monitor their understanding of topics. Get them to evaluate the strengths and weaknesses in practice tests. |

| NRC framework skill | Skill interpretation in this subject | Examples of where the skill is covered in content | Examples of where the skill is explicitly assessed in examination | Opportunity for the skill to be developed through teaching and learning approach |
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| Interpersonal skills | | | | |
| Teamwork and collaboration | | | | |
| Communication | Using written responses to communicate ideas and beliefs. Able to communicate the geographical concepts behind a given scenario to peers and teachers and be able to answer questions | All written responses to tasks set in History. This skill can be applied to all areas of the Geography content. It is dependent on how the content is taught. | Paper 1: Part a, b, c and d | Through setting written tasks on e.g. Bangladesh's foreign policy. In group discussion, team activities and presentations. |

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| | verbally or in written forms using appropriate geographical terminology. | | | |
| Collaboration | <p>Sharing work with others in a research task or discussion on a historical theme.</p> <p>Peer review the work of others within a group to offer supportive feedback on strengths and weaknesses of the work.</p> | <p>Any topic on the History course that lends itself to greater exploration.</p> <p>This skill can be applied to all areas of the Geography content. It is dependent on how the content is taught.</p> | Not assessed in a specific question. It is assessed as part of the learning process. | <p>Through setting research tasks on e.g. Robert Clive</p> <p>Working within teams on research projects and in delivering presentations.</p> <p>Local actions and government strategies (in the context of international strategies) to mitigate and adapt to the challenges of climate change.</p> |
| Teamwork | <p>Working with other students on researching a theme related to a historical issue or development.</p> <p>Working with others in exploring geographical issues.</p> | <p>Any topic on the History course that lends itself to greater exploration.</p> <p>This skill can be applied to all areas of the Geography content. It is dependent on how the content is taught.</p> | Not assessed in a specific question. It is assessed as part of the learning process. | <p>Through setting research tasks on e.g. Kashmir.</p> <p>Working within teams on research projects and in delivering presentations.</p> <p>Local actions and government strategies (in the context of international strategies) to mitigate and adapt to the challenges of climate change</p> |
| Co-operation | <p>Sharing resources and own research with other students in a research project over time.</p> <p>Sharing resources and sharing learning techniques with others. Working as part of a team in group based work.</p> | <p>Any topic on the History course that lends itself to greater exploration.</p> <p>This skill can be applied to all areas of the Geography content. It is dependent on how the content is taught.</p> | Not assessed in a specific question. It is assessed as part of the learning process. | <p>Through setting research tasks on e.g. The formation of the Muslim League.</p> <p>Encouraging students to share ideas and work. Offer constructive feedback including identifying strengths and weaknesses</p> <p>Local actions and government strategies (in the context of international strategies) to mitigate and adapt to the challenges of climate change.</p> |
| Interpersonal skills | <p>Using verbal and non-verbal communication skills in a discussion.</p> <p>Using verbal and non-verbal communication skills in developing their awareness of geographical concepts and issues.</p> | <p>All topics on the History course that lend themselves to discussion.</p> <p>This skill can be applied to all areas of the Geography content. It is dependent on how the content is taught.</p> | Not assessed in a specific question. It is assessed as part of the learning process. | <p>Through setting up class discussion on any topic on course e.g. Why the British took over India.</p> <p>Give opportunities to plan responses to questions and for team work activities.</p> |

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| Empathy/perspective taking | <p>Advocating the position of another in an oral or written presentation in a discussion of the perspective of an historical figure.</p> <p>Being able to appreciate that people have different views of, and attitudes to, the world, its environments and its issues.</p> | <p>All topics on the History course that lend themselves to advocacy.</p> <p>This skill can be applied to all areas of the Geography content. It is dependent on how the content is taught.</p> | Not assessed in a specific question. It is assessed as part of the learning process. | <p>Through setting up class discussion on why an individual took the action he did. e.g. Robert Clive.</p> <p>Group work looking at geographical issues, getting them to debate issues from different perspectives.</p> <p>Strategies to increase agricultural output (land rights reforms, plant breeding programmes, fertilisers/pesticides, education, water management and appropriate/intermediate technology).</p> |
| Negotiation | <p>Discussing an issue, attempting to reach shared conclusions with others, compromising where appropriate by using negotiation skills.</p> <p>Awareness of different viewpoints and ideas and that stakeholders should work together to propose a solution/strategy/plan.</p> | <p>All topics on the History course that lend themselves to discussion and negotiation.</p> <p>This skill can be applied to all areas of the Geography content. It is dependent on how the content is taught.</p> | Not assessed in a specific question. It is assessed as part of the learning process. | <p>Through setting up class discussion on why an individual took the action he did. e.g. Mohammad Ali Jinnah's visit to Dhaka,</p> <p>Planning and distributing roles in activity</p> |
| Leadership | | | | |
| Leadership | <p>Taking a leading part in a discussion or group task, considering representations and different viewpoints.</p> <p>Taking a lead role in piece of collaborative work, for example a research task or geographical enquiry.</p> | <p>All topics on the History course that lend themselves to discussion.</p> <p>This skill can be applied to all areas of the Geography content. It is dependent on how the content is taught.</p> | Not assessed in a specific question. It is assessed as part of the learning process. | <p>Through setting up class discussion on why an individual took the action he did. e.g. the Amritsar Massacre.</p> <p>Ensuring that groups are selected over time that allows all to take a lead role at one stage. Especially picking topics on strength when they take on their leadership roles.</p> <p>Strategies to increase agricultural output (land rights reforms, plant breeding programmes, fertilisers/pesticides, education, water management and appropriate/intermediate technology).</p> |
| Responsibility | Taking responsibility for delivering, within agreed time constraints, one's own part within a group project. | <p>Any topic on the History course that lends itself to greater exploration.</p> <p>This skill can be applied to all areas of the Geography content. It is dependent on how the content is taught.</p> | Not assessed in a specific question. It is assessed as part of the learning process. | <p>Through setting up a research project on e.g. Ekushey</p> <p>In team and group activity.</p> |

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| | Taking responsibility to ensure that in a group exercise, all students contribute and a final outcome is achieved. | | | |
| Assertive communication | <p>Directing a discussion to a conclusion and addressing conflicting viewpoints; using persuasive techniques effectively to convince of a point of view.</p> <p>Motivating a team through use of language to reach an appropriate outcome.</p> | <p>Any topic on the History course that lends itself to discussion and the need to convince others.</p> <p>This skill can be applied to all areas of the Geography content. It is dependent on how the content is taught.</p> | Not assessed in a specific question. It is assessed as part of the learning process. | <p>Through setting up class discussion on why an individual took the action he did. e.g. the role of Gandhi.</p> <p>Opportunity for students to chair discussion in smaller group and some in whole class debates.</p> <p>Strategies to increase agricultural output (land rights reforms, plant breeding programmes, fertilisers/pesticides, education, water management and appropriate/intermediate technology).</p> |
| Self-presentation | <p>Presenting a topic to class as a part of own assessment.</p> <p>Delivery/presentation of independent work or being part of a team presentation and being able to answer questions about the presentation.</p> | <p>Any topic on the History course that lends itself to making presentations.</p> <p>This skill can be applied to all areas of the Geography content. It is dependent on how the content is taught.</p> | Not assessed in a specific question. It is assessed as part of the learning process. | <p>Through setting up a research project on e.g. The reign of Shashanka</p> <p>Giving activities that ensure students can share and present their ideas and respond to questions.</p> <p>Evaluate the severity and significance of the threat of global change.</p> |