

Handout 3: Skills and scheme of work walkthrough

These are the elements of the syllabus that outline the skills learners need to develop over the course.

2.5 Geographical skills

Through studying the syllabus content, candidates will be expected to have used and developed the following geographical skills:

- An understanding of the nature and use of different types of geographical information, both quantitative and qualitative, and understanding of their limitations.
- An ability to use and interpret a variety of geographical information in order to identify, describe and explain geographical trends and patterns.
- An ability to interpret and evaluate information and produce reasoned conclusions.

Teachers are expected to identify suitable opportunities to embed geographical skills and practical work throughout the course. This approach will not only provide opportunities for developing skill in using and interpreting geographical data but will increase the appeal of the course, and the enjoyment of the subject. Practical work helps learners to acquire a secure understanding of the syllabus topics and to appreciate the interdependent nature of physical and human systems.

2.2 Assessment objectives

AO3: Skills

Candidates should:

- 3.1 interpret a variety of types of geographical data and sources and recognise their limitations
- 3.2 use geographical data to identify trends and patterns
- 3.3 use diagrams and sketch maps to illustrate geographical features
- 3.4 demonstrate skills of analysis and synthesis of geographical information
- 3.5 communicate geographical evidence, ideas and arguments.

This is the new syllabus walkthrough which should help you use the syllabus effectively

Learning objectives help your learners by making it clear the knowledge they are trying to build. Pass these on to your learners by expressing them as 'We are learning to / about...'.

Suggested teaching activities give you lots of ideas about how you can present learners with new information without teacher talk or videos. Try more active methods which get your learners motivated and practising new skills.

Learning objectives

Suggested teaching activities

Apply Newton's laws of motion to the linear motion of a particle of constant mass moving under the action of constant forces, which may include friction.

It is essential that learners can identify the direction of motion and understand that forces resolved perpendicular to the motion must be balanced, while the resultant force parallel to the motion is what will cause the acceleration.

www.khanacademy.org/science/physics/forces-newtons-laws/newtons-laws-of-motion has a good description of all three of Newton's laws of motion, presented in an interesting way and with thoughtful questions in quiz form.

Extension activities provide your more able learners with further challenge beyond the basic content of the course. Innovation and independent learning are the basis of these activities.

Extension activity: Interested and more able learners might find the video here <http://mathcentre.ac.uk/students/topics/mechanics/newton/> worth watching, although it deals with motion in two dimensions, such as orbital motion, and therefore goes beyond the scope of this scheme of work.

Learners research the topic and present their findings to the rest of the class.

(http://www.cimt.plymouth.ac.uk/projects/mepres/alevel/mechanics_ch2.pdf) (I)

Independent study (I) gives your learners the opportunity to develop their own ideas and understanding with direct input from you.

Past Papers, Specimen Papers and Mark Schemes are available for you to download at:

<https://teachers.cie.org.uk>

Using these resources with your learners allows you to check their progress and give them confidence and understanding.

Past papers: (I) (F)

June 2015 paper 42 question 1

June 2015 paper 43 question 6

November 2015 paper 41 question 4

Formative assessment (F) is on-going assessment which informs you about the progress of your learners. Don't forget to leave time to review what your learners have learnt, you could try question and answer, tests, quizzes, 'mind maps', 'or 'concept maps'. These kinds of activities can be found in the scheme of work.