

**Independent enquirers**

Understanding issues from the point of view of others: questions 1 and 2 on page 101 of *geog.2 students' book*

Analysing photos to rank the seriousness of crimes: question 1 on page 103 of *geog.2 students' book*

Supporting conclusions made about crime issues: question 6 on page 103 of *geog.2 students' book*

Supporting conclusions: question 1 on page 104 of *geog.2 students' book*

Analysing photos: question 2 on page 104 of *geog.2 students' book*

Analysing and extracting figures to study burglary risk: question 7 on page 104 of *geog.2 students' book*

Supporting conclusions: question 4 on page 107 of *geog.2 students' book*

Analysing information from a table and supporting conclusions: question 3 on page 109 of *geog.2 students' book*

Considering different opinions and

**Creative thinkers**

Creating new and alternative solutions: question 1 on page 106 of *geog.2 students' book*

Suggesting new and alternative ways forward to combat crime in the local area: question 28 on page 139 of *geog.2 teacher's handbook*

Generating ideas and providing solutions about local crime: questions 1 – 3 on page 53 of *geog.2 workbook*

Providing solutions to problems and suggesting ways to deter crime: questions 1 – 3 on page 55 of *geog.2 workbook*

**Reflective learners**

Revising and reflecting: question 40 on page 139 of *geog.2 teacher's handbook*

Completing a reflective crossword that has potential for feedback and peer-marking: page 56 of *geog.2 workbook*

Applying success criteria to level-marked assessment: criteria given on pages 117 and 118 apply to the level-marked assessment on pages 116 – 122 on *geog.2 assessment file & OxBBox CD-ROM*

Completing a test on the chapter: *Crime scored test* on pages 124 – 127 on *geog.2 assessment file & OxBBox CD-ROM*

Reviewing and analysing their own work: *Crime self-assessment form* on page 129 on *geog.2 assessment file & OxBBox CD-ROM*

<p>perspectives from people wanting to reduce crime: question 6 on page 109 of <i>geog.2 students' book</i></p> <p>Understanding the feelings of others after a crime: question 2 on page 138 of <i>geog.2 teacher's handbook</i></p> <p>Carrying out independent research into drugs: question 33 on page 139 of <i>geog.2 teacher's handbook</i></p> <p>Analysing information in a table and selecting data to answer questions: question 1 and 2 on page 52 of <i>geog.2 workbook</i></p> <p>Supporting conclusions reached about public safety: questions 1 and 2 on page 54 of <i>geog.2 workbook</i></p>		
<p><b>Team workers</b> Working in a group to undertake an analysis of crime on TV: question 10 on page 138 of <i>geog.2 teacher's handbook</i></p> <p>Working in a group to design a questionnaire about the fear of crime: question 15 on page 138 of <i>geog.2 teacher's handbook</i></p> <p>Exploring the school premises and reaching conclusions about how safe it is, done as a group exercise: question 26 on page 139 of <i>geog.2 teacher's handbook</i></p> <p>Participating in a whole-class debate about the usefulness of CCTV cameras: question 38 on page 139 of <i>geog.2 teacher's handbook</i></p>	<p><b>Self managers</b> Undertaking a personal enquiry to discover whether crime is worse in the UK than elsewhere: question 13 on page 138 of <i>geog.2 teacher's handbook</i></p>	<p><b>Effective participators</b> Discussing local issues based around crime: <i>What if...?</i> and chapter starter on page 99 of <i>geog.2 students' book</i></p> <p>Addressing local issues involving crime and offering opinions about sentencing: question 3 on page 101 of <i>geog.2 students' book</i></p> <p>Discussing the seriousness of crimes: question 7 on page 103 of <i>geog.2 students' book</i></p> <p>Discussing local issues and offering opinions: questions 3 and 4 on page 105 of <i>geog.2 students' book</i></p> <p>Discussing local issues involving burglary:</p>

<p>Contributing to a class debate about whether crime is ever justified: question 31 on page 139 of <i>geog.2 teacher's handbook</i></p>		<p>questions 1 and 2 on page 138 of <i>geog.2 teacher's handbook</i></p> <p>Influencing others not to take drugs as part of a new school campaign: question 34 on page 139 of <i>geog.2 teacher's handbook</i></p> <p>Discussing local crime issues and answering questions: questions 1 – 4 on page 51 of <i>geog.2 workbook</i></p>
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