

Independent enquirers

Analysing photos to judge what type of place Brazil is: chapter starter on page 111 of *geog.2* students' book

Extracting information from climate data and climate graphs: questions 3 and 4 on page 113 of *geog.2* students' book

Supporting conclusions: question 6 on page 113 of *geog.2* students' book

Analysing maps to answer questions: question 2 on page 115 of *geog.2* students' book

Studying population pyramids and extracting information: question 4 on page 117 of *geog.2* students' book

Supporting conclusions: question 5 on page 117 of *geog.2* students' book

Considering the influence of circumstances as to why people live near the coast: question 2 on page 119 of *geog.2* students' book

Analysing data to answer questions: question 6 on page 119 of *geog.2* students' book

Offering explanations and supporting conclusions: question 3 on page 123 of *geog.2*

Creative thinkers

Generating ideas about building a house from recycled material in a favela: question 25 on page 161 of *geog.2 teacher's handbook*

Connecting ideas between different lives and generating ideas to empathise with a Brazilian: question 26 on page 161 of *geog.2 teacher's handbook*

Asking questions to extend learning: question 2 on page 61 of *geog.2 workbook*

Considering new and alternative solutions: question 2 on page 63 of *geog.2 workbook*

Suggesting solutions and new ways forward: question 1 on page 65 of *geog.2 workbook*

Reflective learners

Reflecting on the topic and presenting information in different ways for different audiences: question 5 on page 125 of *geog.2* students' book

Revising information about the origin of Brazil's population and presenting it in a variety of ways: question 20 on page 161 of *geog.2 teacher's handbook*

Using a spider diagram to revise the differences between the UK and Brazil, and then presenting findings in a creative way: question 28 on page 161 of *geog.2 teacher's handbook*

Revising and reflecting upon the topic and presenting information for different audiences: questions 1 and 2 on page 57 of *geog.2 workbook*

Reflecting on work done: questions 1 and 2 on page 58 of *geog.2 workbook*

Completing reflective tasks to revise the topic: questions 1 and 2 on page 62 of *geog.2 workbook*

Completing a revision task that looks at threats to the rainforest: question 1 on page 64 of

<p>students' book</p> <p>Analysing data and supporting conclusions: question 5 on page 123 of <i>geog.2 students' book</i></p> <p>Giving reasons and supporting conclusions: question 2 on page 125 of <i>geog.2 students' book</i></p> <p>Considering how circumstances affect groups differently: question 3 on page 129 of <i>geog.2 students' book</i></p> <p>Analysing satellite images and a pie chart to gain relevant information: questions 1 and 4 on page 127 of <i>geog.2 students' book</i></p> <p>Conducting independent research into an iron ore mine: question 17 on page 160 of <i>geog.2 teacher's handbook</i></p> <p>Considering the feelings and opinions of others in the slave trade: question 19 on page 161 of <i>geog.2 teacher's handbook</i></p> <p>Extracting information from a map: question 1 on page 59 of <i>geog.2 workbook</i></p> <p>Explaining and supporting conclusions: question 2 on page 60 of <i>geog.2 workbook</i></p>		<p><i>geog.2 workbook</i></p> <p>Completing a reflective puzzle (these questions have potential for feedback): questions 1 and 2 on page 66 of <i>geog.2 workbook</i></p> <p>Applying success criteria to level-marked assessment: criteria given on pages 133 and 134 apply to the level-marked assessment on pages 132 – 127 on <i>geog.2 assessment file & OxBos CD-ROM</i></p> <p>Completing a test on the chapter: <i>Oi Brazil! scored test</i> on pages 139 – 143 on <i>geog.2 assessment file & OxBos CD-ROM</i></p> <p>Reviewing and analysing own work: <i>Oi Brazil! self-assessment form</i> on page 145 on <i>geog.2 assessment file & OxBos CD-ROM</i></p>
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Team workers

Creating a list of what they know about Brazil, working with a partner: question 1 on page 160 of *geog.2 teacher's handbook*

Examining the weather in different Brazilian cities (undertaken as group work): question 15 on page 160 of *geog.2 teacher's handbook*

Contributing to a game of Taboo: question 33 on page 161 of *geog.2 teacher's handbook*

Participating in a role play about whether a new road should be built through the rainforest: question 34 on page 161 of *geog.2 teacher's handbook*

Working in pairs or groups on an activity about a new dam in the rainforest: question 35 on page 161 of *geog.2 teacher's handbook*

Self managers

Creating a Brazilian media scrapbook – in this long-term project pupils should be encouraged to manage their own work: question 8 on page 160 of *geog.2 teacher's handbook*

Carrying out an independent enquiry into the structure of the Brazilian government: question 24 on page 161 of *geog.2 teacher's handbook*

Undertaking an enquiry into modern slavery: question 32 on page 161 of *geog.2 teacher's handbook*

Carrying out independent research to create a holiday itinerary for a trip to Brazil (involves time management): question 38 on page 161 of *geog.2 teacher's handbook*

Researching and comparing facts about Brazil and the UK, done as an individual project: *Comparing Brazil and the United Kingdom* (a worksheet) on *geog.2 resources and planning OxBBox CD-ROM*

Completing tasks on individual role sheets (before embarking on a group decision-making exercise): *Locating a car plant in Brazil* (a longer learning activity) on *geog.2 resources and planning OxBBox CD-ROM*

Effective participators

Discussing issues and offering views: question 4 on page 115 of *geog.2 students' book*

Influencing people about the future of Brazil and advocating views: question 6 on page 115 of *geog.2 students' book*

Considering issues concerning people in Brazil and offering views: question 3 on page 117 of *geog.2 students' book*

Offering views and opinions concerning issues in Brazil: question 6 on page 121 of *geog.2 students' book*

Considering issues about whether Brazil has a fair society and offering views: question 3 on page 125 of *geog.2 students' book*

Considering issues surrounding the rainforest and realising how people's aims may differ: question 2 on page 127 of *geog.2 students' book*

Discussing issues of concern and providing solutions: question 5 on page 129 of *geog.2 students' book*

Discussing the importance of tourism and influencing others to visit Brazil on holiday: question 37 on page 161 of *geog.2 teacher's handbook*

Advocating opinions and influencing others: question 3 on page 63 of *geog.2 workbook*

