

312/2

GEOGRAPHY

Paper 2



Nov. 2019 – 2¾ hours



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- (a) Write your name and index number in the spaces provided above.
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- (c) This paper has two sections; A and B.
- (d) Answer all the questions in section A.
- (e) Answer question 6 and any other two questions from section B in the space provided at the end of question 10.
- (f) This paper consists of 20 printed pages.
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Theresa Bourke, Reece Mills, Rod Lane



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Learning Progressions in Geography Education Osvaldo Muñiz Solari, Michael Solem, Richard Boehm, 2016-07-30 This book informs an international audience of teachers scholars and policymakers about the development of learning progressions for primary and secondary geography education in various countries and regions of the world The book represents an important contribution to learning progressions research and practice The different chapters explore how curriculum standards and frameworks in different countries portray progress and sophistication in the learning of geography The book compares educational systems and how teachers and curriculum developers use the concept of learning progression to guide educational practices As an approach to educational research learning progressions offer considerable potential for understanding how children develop understanding of geographic concepts and practices across grade bands and in relation to national geography standards The book analyzes the general conditions of learning progressions within the context of a globalized world Important themes are addressed such as knowledge acquisition in formal education measuring learning progressions in informal settings learning progressions for one curriculum standard or several standards conditions to assess progression in the learning of facts concepts and skills and multiple pathways for understanding or learning geography The contributing authors are experienced scientists in the field from all around the world giving specific insights into the practices of their countries The book appeals to K 12 teachers school administrators policymakers researchers in geography education professors and lecturers at universities around the world Debates in Geography Education Mark Jones, David Lambert, 2017-09-07 Debates in Geography Education encourages early career teachers experienced teachers and teacher educators to engage with and reflect on key issues concepts and debates It aims to enable readers to reach their own informed judgements with deeper theoretical knowledge and understanding The second edition is fully updated in light of the latest research policy and practice in the field as well as key changes to the curriculum and examination specifications Expert contributors provide a range of perspectives on international historical and policy contexts in order to deepen our understanding of significant debates in geography education Key debates include geography's identity as an academic

discipline what constitutes knowledge in geography places and regional geography what it means to think geographically constructing the curriculum how we link assessment to making progress in geography the contribution of fieldwork and outdoor experiences technology and the use of Geographical Information school geography and employability understanding the gap between school and university geography evidence based practice and research in geography education The comprehensive rigorous coverage of these key issues together with carefully annotated selected further reading will help support and shape further research and writing Debates in Geography Education is a key resource that is essential reading for all teachers and researches who wish to extend their grasp of the place of geography in education Mark Jones is Senior Lecturer in Education at the University of the West of England Bristol UK David Lambert is Professor of Geography Education at UCL Institute of Education London UK

Assessment in Geographical Education: An International Perspective Theresa Bourke, Reece Mills, Rod Lane, 2022-02-27 In recent years there has been increased attention paid to the importance of assessment in Geographical Education the chosen subject for this book Assessment is an important tool for collecting information about student learning and for providing timely data to inform key stakeholders including students teachers parents and policymakers To be effective assessment needs to be valid reliable and fair Validity is about ensuring that we assess what we claim we are assessing Reliability is about measuring performance and understanding in a consistent way Without validity and reliability assessment is unlikely to provide equitable opportunities for students to demonstrate what they know and can do As geography educators it is therefore important that we identify the core concepts and skills in geography that we want students to master We need a clear understanding of what the progression of learning looks like for each concept and skill so we can develop fit for purpose assessments that track and improve student learning While there is a substantial literature on evidence based assessment in secondary school contexts research exploring best practice assessment in geography is rare This is a concern given the distinctive nature of geography and the important role of assessment in the learning process This scholarly collection seeks to address this issue by connecting research in educational assessment with the domain of geography The chapters are written by leading researchers in Geographical Education from across the globe These chapters provide examples of innovation through the collective voices of geography teacher educator scholars from across Australia USA South Korea Germany Switzerland and Singapore What unifies the work in this book is that each chapter focuses on a key feature of the discipline of geography providing scholarly examples of evidence based practices for assessing student s knowledge and skills

Meeting the Challenges to Measurement in an Era of Accountability Henry Braun, 2016-01-29 Under pressure and support from the federal government states have increasingly turned to indicators based on student test scores to evaluate teachers and schools as well as students themselves The focus thus far has been on test scores in those subject areas where there is a sequence of consecutive tests such as in mathematics or English language arts with a focus on grades 4 8 Teachers in these subject areas however constitute less than thirty

percent of the teacher workforce in a district Comparatively little has been written about the measurement of achievement in the other grades and subjects This volume seeks to remedy this imbalance by focusing on the assessment of student achievement in a broad range of grade levels and subject areas with particular attention to their use in the evaluation of teachers and schools in all It addresses traditional end of course tests as well as alternative measures such as portfolios exhibitions and student learning objectives In each case issues related to design and development psychometric considerations and validity challenges are covered from both a generic and a content specific perspective The NCME Applications of Educational Measurement and Assessment series includes edited volumes designed to inform research based applications of educational measurement and assessment Edited by leading experts these books are comprehensive and practical resources on the latest developments in the field The Open Access version of this book available at <http://www.taylorfrancis.com> has been made available under a Creative Commons Attribution Non Commercial No Derivatives 4.0 license

MYP - New Directions Jeff Thompson, Judith Fabian, Mary Hayden, 2016-06-01 The new IB Middle Years Programme MYP curriculum for 11 to 16 year olds came into effect in September 2014 and will strengthen the IB's continuum of learning This edited collection will provide support for all those involved in the current period of preparation for implementation of the new programme The chapters are written by experienced practitioners from a range of relevant standpoints about different aspects of the MYP MYP New Directions examines the changes to the programme that have been introduced as well as those that are currently in progress and highlights challenges and opportunities for the future Contributors Judith Fabian Conrad Hughes Alexandra Holland Lance King Marjorie Lope Patricia Villegas Gareth Hegarty Hege Myhre Michael Huber Oyndrilla Mukherjee Anthony Hemmens and Gillian Ashworth Scottish Education T. G. K. Bryce, 2018-06-21 Interrogates the rise of national philosophies and their impact on cosmopolitanism and nationalism

Comparative Sociology of Examinations Fumiya Onaka, 2019-03-28 Contemporary societies are constructed constricted and constrained by various series of examinations Governments of both Western and non Western countries tend to conduct detailed multi layered and continuous systems of tests or examinations International tests such as PISA and TIMSS have also been introduced to compare the relative performances of learners within diverse educational institutions across different countries Examinations therefore provide a methodological pivot for comparing a range of societies They enable us to contrast the West and the East the North and the South tribal and mass society ancient and postmodern civilization and so on Comparing parallel societies from across Asia the Middle East Europe and North America this book proposes fundamental transitions in sociological research from system to process and from communication to composition through intensive studies on examinations It uses ethnographies interviews questionnaires documents statistics and big data analyses to make comparisons on broad scales of time and space In so doing it suggests hypotheses encompassing different kinds of societies in human history including those in the Axial Age and the Modern Ages *Great Teachers* Barbara Bruns, Javier A.

Luque,2015 It documents that the average teacher in LAC loses the equivalent of one day of instructional time per week because of inadequate preparation excessive time on administration taking attendance passing out papers and a surprisingly high share of time physically absent from the classrooms where they should be teaching Teachers also make limited use of available learning materials especially those using information and communications technology ICT and are unable to keep the majority of their students engaged The book sets out the three priority lines of reform needed to produce great teachers in LAC policies to recruit better teachers programs to groom teachers and improve their skills once they are in service and stronger incentives to motivate teachers to perform their best throughout their career **The End of Public Schools** David W. Hursh,2015-10-16 The End of Public Schools analyzes the effect of foundations corporations and non governmental organizations on the rise of neoliberal principles in public education By first contextualizing the privatization of education within the context of a larger educational crisis and with particular emphasis on the Gates Foundation and influential state and national politicians it describes how specific policies that limit public control are advanced across all levels Informed by a thorough understanding of issues such as standardized testing teacher tenure and charter schools David Hursh provides a political and pedagogical critique of the current school reform movement as well details about the increasing resistance efforts on the part of parents teachers and the general public

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