



UNIVERSITY OF CAMBRIDGE INTERNATIONAL EXAMINATIONS
International General Certificate of Secondary Education

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GEOGRAPHY

0460/21

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October/November 2011

1 hour 30 minutes

Candidates answer on the Question Paper.

Additional Materials: Ruler
Protractor
Plain paper

1:50 000 Survey Map Extract is enclosed with this Question Paper.

READ THESE INSTRUCTIONS FIRST

Write your Centre number, candidate number and name in the spaces provided.

Write in dark blue or black pen.

You may use a soft pencil for any diagrams, graphs or rough working.

Do not use staples, paper clips, highlighters, glue or correction fluid.

DO NOT WRITE IN ANY BARCODES.

Answer all questions.

The Insert contains Photographs A, B and C for Question 4 and Photograph D for Question 6.

Sketch maps and diagrams should be drawn whenever they serve to illustrate an answer.

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At the end of the examination, fasten all your work securely together.

The number of marks is given in brackets () at the end of each question or part question.

Geography Geographical Skills Past Paper

Guillaume Favre

A red circular graphic with a gradient, appearing as a semi-circle or a partial circle, located to the right of the author's name.

Geography Geographical Skills Past Paper:

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volume *The New Social Studies People Projects and Perspectives* is not an attempt to be the comprehensive book on the era. Given the sheer number of projects that task would be impossible. However, the current lack of knowledge about the politics, people, and projects of the NSS is unfortunate as it often appears that new scholars are reinventing the wheel due to their lack of knowledge about the history of the social studies field. The goal of this book then is to sample the projects and individuals involved with the New Social Studies (NSS) in an attempt to provide an understanding of what came before and to suggest guidance to those concerned with social studies reform in the future, especially in light of the standardization of curriculum and assessment currently underway in many states. The authors who contributed to this project were recruited with several goals in mind, including a broad range of ages, interests, and experiences with the NSS from participants during the NSS era through new young scholars who had never heard much about the NSS. As many of the authors remind us in their chapters, much has been written of the failure of the NSS. However, in every chapter of this book, the authors also point out the remnants of the projects that remain.

Handbook of Research in Social Studies Education Linda S. Levstik, Cynthia A. Tyson, 2010-04-15 This Handbook outlines the current state of research in social studies education, a complex, dynamic, challenging field with competing perspectives about appropriate goals and on-going conflict over the content of the curriculum. Equally important, it encourages new research in order to advance the field and foster civic competence long maintained by advocates for the social studies as a fundamental goal. In considering how to organize the Handbook, the editors searched out definitions of social studies, statements of purpose, and themes that linked or divided theory, research, and practices, and established criteria for topics to include. Each chapter meets one or more of these criteria: research activity since the last Handbook that warrants a new analysis; topics representing a major emphasis in the NCSS standards; and topics reflecting an emerging or reemerging field within the social studies. The volume is organized around seven themes: Change and Continuity in Social Studies; Civic Competence in Pluralist Democracies; Social Justice and the Social Studies; Assessment and Accountability; Teaching and Learning in the Disciplines; Information Ecologies; Technology in the Social Studies; Teacher Preparation and Development. The Handbook of Research in Social Studies is a must-have resource for all beginning and experienced researchers in the field.

Geographical Reasoning and Learning Sonia Maria Vanzella Castellar, Marcelo Garrido-Pereira, Nubia Moreno Lache, 2021-09-15 This book presents the distinctive theoretical and methodological approaches in geography education in South America and more specifically in Brazil, Chile, and Colombia. It highlights cartography and maps as essential tools and provides a meaningful approach to learning in geographical education, thereby giving children and young people the opportunity to better understand their situations, contexts, and social conditions. The book describes how South American countries organize their scholar curriculum and the ways in which they deal with geography vocabulary and developing fundamental concepts, methodologies, epistemological comprehension, on categories, keywords, and themes in geography. It also describes its use in teachers' practices and learning progressions, the use of spatial

representations as a potent mean to visualize and solve questions and harnesses spatial thinking and geographical reasoning development The book helps to improve teaching and learning practices in primary and secondary education and as such it provides an interesting read for researchers students and teachers of geography and social studies **J-Reading n. 1-2013**,2013 *International Handbook of Research on Environmental Education* Robert B. Stevenson,Robert Stevenson,2013 The environment and contested notions of sustainability are increasingly topics of public interest political debate and legislation across the world Environmental education journals now publish research from a wide variety of methodological traditions that show linkages between the environment health development and education The growth in scholarship makes this an opportune time to review and synthesize the knowledge base of the environmental education EE field The purpose of this 51 chapter handbook is not only to illuminate the most important concepts findings and theories that have been developed by EE research but also to critically examine the historical progression of the field its current debates and controversies what is still missing from the EE research agenda and where that agenda might be headed Published for the American Educational Research Association AERA **Practical Design Patterns for Teaching and Learning with Technology** Yishay Mor,Harvey Mellar,Steven Warburton,Niall Winters,2014-05-08 These are challenging times in which to be an educator The constant flow of innovation offers new opportunities to support learners in an environment of ever shifting demands Educators work as they have always done making the most of the resources at hand and dealing with constraints to provide experiences which foster growth This was John Dewey s ideal of education 80 years ago and it is still relevant today This view sees education as a practice that achieves its goals through creative processes involving both craft and design Craft is visible in the resources that educators produce and in their interactions with learners Design though is tacit and educators are often unaware of their own design practices The rapid pace of change is shifting the balance from craft to design requiring that educators design work become visible shareable and malleable The participatory patterns workshop is a method for doing this through engaging practitioners in collaborative reflection leading to the production of structured representations of design knowledge The editors have led many such workshops and this book is a record of that endeavour and its outcomes in the form of practical design narratives patterns and scenarios that can be used to address challenges in teaching and learning with technology *Learning in the Early Years 3-7* Jeni Riley,2007-06-26 This second edition book is a welcome contribution to the early years literature base providing much needed information and a somewhat innovative response concerning how effectively to translate the Early Years Foundation Stage into practice Early Years This second edition of *Learning in the Early Years* has been fully updated to bring it in line with the Statutory Framework for the Early Years Foundation Stage The presentation and style is very readable and accessible and as such the book provides an excellent resource for students and experienced early years practitioners alike Early Years Update Praise for the First Edition It was a joy to read this book This book provides a wealth of ideas for reflection as well as guidance to promote knowledge and skills

essential in early years teaching Dario Pellegrini Educational Psychologist I found it hard to put it down I particularly liked the way it followed through into Key Stage 1 Who Minds An important contribution to difficult work Elizabeth Quintero The Steinhardt School of Education New York University This fully updated Second Edition of Learning in the Early Years 3 7 has been written to support early years practitioners understand and implement the new curriculum guidance document The Early Years Foundation Stage DfES 2007 In this book Jeni Riley clearly explains how to meet the requirements of the EYFS document and how this relates to the National Curriculum and the Primary National Strategy Framework for teaching for literacy and mathematics Offering informative and inspirational guidance on planning learning and teaching opportunities across the curriculum this book will help you to promote social intellectual aesthetic spiritual and physical development in your setting Topics covered include appropriate and lively ways of working with young children developing subject knowledge supporting children for whom English is an additional language the role of adults when interacting with children to support learning the place of information and communications technology the transition between the Foundation Stage and Key Stage 1 The book also draws on recent research on child development on how babies think and on effective learning and teaching for children aged 3 7 All early years students and practitioners will want to have this book to hand to guide them through the new guidance and to support them daily to implement successful practice Jeni Riley Reader in Literacy in Primary Education Institute of Education University of London **Maths** , [Oceanic Abstracts](#) ,1997-04 **Annual Catalogue** United States Air Force Academy,1985 **Proceedings of IAC 2017 in Vienna** group of authors,2017-08-15 International Academic Conference on Teaching Learning and E learning and International Academic Conference on Management Economics and Marketing Vienna Austria 2017 IAC MEM 2017 IAC TLEI 2017 August 18 19 2017

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