



Syllabus

Cambridge International AS & A Level Geography 9696

For examination in June and November 2021 and 2022



Geography Syllabus An International Comparison

Theresa Alviar-Martin, Mark C. Baildon



Geography Syllabus An International Comparison:

Geography Syllabus - An International Comparison Dr. T. Geetha, 2006-01-01 **Hyper-Socialised: How Teachers Enact the Geography Curriculum in Late Capitalism** David Mitchell, 2019-11-01

Hyper socialised explores the challenges of late capitalist times for education systems schools and teachers It looks at how trends of accountability teaching to the test using pupil voice and reliance on network technologies are all connected to powerful social and economic forces shaping the curriculum as it is taught in classrooms Such forces threaten to overwhelm teachers but in the right hands they can also be harnessed to create influence and teach a truly powerful curriculum for their students Presenting a historical view of curriculum change the book examines how society curriculum and teachers are linked Using geography as an illustrative subject the chapters investigate what influences teachers to what extent they are in control of the curriculum and what else is shaping it Divided into two parts it offers An in depth exploration of the relationship between society teachers and the curriculum including that what and how to teach remain wide open to debate Evidence based research into the significance and implications of hyper socialised curriculum enactment for teachers and teacher education Four case study portraits of geography departments and personal curriculum stories of each Head of Department Insights into the nature of teaching as a profession and how a crisis of teacher recruitment and retention may be addressed Written in clear and accessible terms this book is an essential resource for teacher educators subject teachers headteachers and educational researchers who want to understand how and why schools and teaching are changing and what this means for them

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 **Citizenship Through Secondary Geography** David Lambert, Paul Machon, 2004-01-14 This book reveals the potential of geography to engage with citizenship It provides theoretical signposts in the form of short digestible explanations for key ideas such as racism values identity community and social exclusion a number of inset activities for further thinking a critique of the discipline and the pitfalls to avoid in teaching citizenship through geography practical teaching suggestions All the contributions to this valuable book point to the capacity of geography to engage with citizenship values education and people environment decision making on scales that range from the local to the global It offers positive and direct ways to become involved in the thinking that must underpin any worthwhile citizenship education for all experienced teachers student teachers heads of department curriculum managers principals and policy makers *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 **Geography Education Research in the UK: Retrospect and Prospect** Graham Butt, 2019-08-22 This book provides a unique assessment of the development of research in geography education and its future prospects offering a challenging critique of subject based education research with particular reference to geography education across a range of different jurisdictions It covers a range of topics including the changing role of research in geography education the relationship between education research and professional practice with special

reference to geography education research the place of academic subject knowledge in geography education research critiques of the functions of research in geography education and the key issues for education policy and policymakers concerning educational research at national and international levels Importantly in a period marked by radical change for education research and researchers the book offers a timely appraisal of possible ways forward for geography education research Addressing the needs of academics research students policymakers and education practitioners who undertake use or shape the future of research in geography education it comprehensively explores the forces that have driven the development of geography education research and pedagogy Further by positioning its analysis in the context of education policy debates in the UK and further afield it assesses the role and function of research in education and offers an outlook on its future This book is essential reading for all those who wish to understand the sporadic and increasingly uncertain development of subject based research in education

Effective Innovation in the Secondary Geography Curriculum

Charles Rawding, 2013-05-29 How up to date is your geographical thought Are parts of your curriculum becoming tired and out dated Effective Innovation in the Secondary Geography Curriculum will help training and practising secondary school teachers understand how to evaluate and refresh their curriculum in order to ensure that what they teach is relevant topical and creative Considering the latest developments in both the school geography curriculum and the field of geography as an academic discipline this exciting new book explores how geography teaching and learning can be developed to engage secondary school pupils and better reflect contemporary society Illustrated throughout with ideas and practical examples of how to update your curriculum easily and effectively key topics covered include Understanding curriculum theory and development Auditing and developing your own dynamic interactive curriculum Critiquing textbooks and resources to ensure relevance Constructing and analysing schemes of work Incorporating the latest developments in the field into your teaching How to create innovative enduring curricula for human physical and environmental geographies Providing insights into the latest thinking in geography in a concise and accessible manner Effective Innovation in the Secondary Geography Curriculum will ensure motivating lively and successful geography teaching and learning

Understanding Geographical and Environmental Education Michael C. Williams, 1995-12-07 These papers aim to provide a substantial review of the literature

pertaining to a comprehensive range of traditional and contemporary research paradigms and research methods The book is designed as a reference work for novice researchers in the fields of geographical and environmental education

Research on Global Citizenship Education in Asia Theresa Alviar-Martin, Mark C. Baildon, 2021-01-01 This edited book provides

new research highlighting philosophical traditions emerging perceptions and the situated practice of global citizenship education GCE in Asian societies The book includes chapters that provide 1 conceptions and frameworks of GCE in Asian societies 2 analyses of contexts policies and curricula that influence GCE reform efforts in Asia and 3 studies of students and teachers experiences of GCE in schools in different Asian contexts While much citizenship education has focused on

constructions and enactments of GCE in Western societies this volume re-centers investigations of GCE amid Asian contexts identities and practices In doing so the contributors to this volume give voice to scholarship grounded in Asia and the book provides a platform for sharing different approaches strategies and research across Asian societies As nations grapple with how to prepare young citizens to face issues confronting our world this book expands visions of how GCE might be conceptualized contextualized and taught and how innovative curriculum initiatives and pedagogies can be developed and enacted

Citizenship Education in Japan Norio Ikeno, 2011-03-17 *International Handbook on Geographical Education* Rod Gerber, 2013-03-09 I am very pleased to have been asked by Rod Gerber to provide a preface to such a book Not least because of the twenty-four chapters eight are written by former students or colleagues with whom I have worked in the past and whom I still meet at conferences on geographical education It is with a certain pride and joy that I note the progress which has been made in geographical education both in its day-to-day teaching and in research in the twenty years following the end of my term of office as Chair of the Commission on Geographical Education of the International Geographical Union CGEIUG My successors Joe Stoltman Hartwig Haubrich Rod Gerber and now Lea Houtsonen have done much and are continuing to work hard to foster the development of geographical education This book is proof if proof were needed that the international collaboration in this field is alive and well with contributions coming from all the continents except Antarctica It would be a moribund subject that remained unaffected in one way or another by developments on the great world stage as Fairgrieve 1926 would have put it And as Rod Gerber shows the issues of globalisation of cultural encounters of differing value systems of new technologies of variable economic development and of environmental quality all feature as topics which influence and are influenced by geographical education

Geographical Education in a Changing World John Lidstone, Michael Williams, 2006-07-19 This book results from the work of the Commission on Geographical Education of the International Geographical Union Part 1 focuses on the distinctive traditions of school geography Part 2 reviews the state of school geography on a broad continental basis including national case studies by local experts The final chapters extrapolate from the present and point to likely future developments in the subject again with examples drawn from various countries

The International Baccalaureate Diploma Programme Tim Pound, 2006-05-02 Introducing a balanced look at the experience of implementing and teaching the increasingly respected qualification the International Baccalaureate this book is a rich resource for all teachers school leaders and managers involved with or considering the qualification

Handbook of Geography Education Sarah Witham Bednarz, Jerry T. Mitchell, 2025-01-27 This handbook presents a broad and comprehensive overview of research and practices in geography education at primary and secondary levels from birth to about age 18 It summarizes the current state of knowledge in this sub-discipline of geography Including authors representative of many geography education traditions the book pays equal attention to learning and teaching and to respect student voices and includes rich in case studies evidence-based research and specific examples It also emphasizes ways that

geography education can contribute to global concerns about social justice diversity equity and inclusion as well as ways it can help to prepare the next generation of informed critical and reflective members of societies The book is divided into five sections Purposes of geography education Why is it taught Perspectives on geography education What is taught Practices of geography education How is it organized and taught Preparation of geography educators How are geography educators prepared Possibilities for geography education What is the future of geography education By providing broad perspectives and lively and accessible writing this handbook is a useful tool for novice geography educators teacher educators educational policy makers support staff such as librarians and media resource specialists curriculum developers and assessment experts in many world regions

J-Reading n. 1-2013 ,2013 **Fifth Survey of Educational Research, 1988-92: Trend reports** ,1997 **Resources in Education** ,2000-10 **The Power of Geographical Thinking** Clare Brooks,Graham Butt,Mary Fargher,2017-03-02 In this book geography educators from around the globe discuss their research into the power of geographical thinking and consider successful strategies to implement improve and advance geography education in research and practice It addresses key topics in geography education such as multicultural competence the role of teachers the geography curriculum spatial thinking geographic information systems geocapabilities and climate change At a global level the contributors and editors bring together the most advanced collection of research and discussion surrounding issues in geography education The book will be of interest to geography education researchers worldwide including academics at university and teachers in schools as well as professional geographers with an interest in education

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