


Quality in the Revised GCSE Geography

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Outline

- Context for Research
- Didactic Transposition Theory
- Evaluating Quality

Context

- Focus on GCSE (14-16) Geography
- “more ambition, increased rigour” (Gove, 2014)
- However does harder mean better quality?
- A regime of increased rigour and accountability

New grading structure	Current grading structure
9	A*
8	A
7	A
6	B
5	B
4	C
3	D
2	E
1	F
1	G
U	U


(g)  CASE STUDY – a tectonic hazard event in an LEDC

Name and locate an example of a tectonic hazard in an LEDC.

.....

Explain the causes of the tectonic hazard and describe its impact on people.
(Include at least **three** developed ideas.)

OCR B Paper 2 June 2016 (Old GCSE)

..... [9]
+
 Spelling, punctuation and grammar [3]

(c) Case study – UK based natural weather hazard event.

Name of chosen UK based natural weather hazard

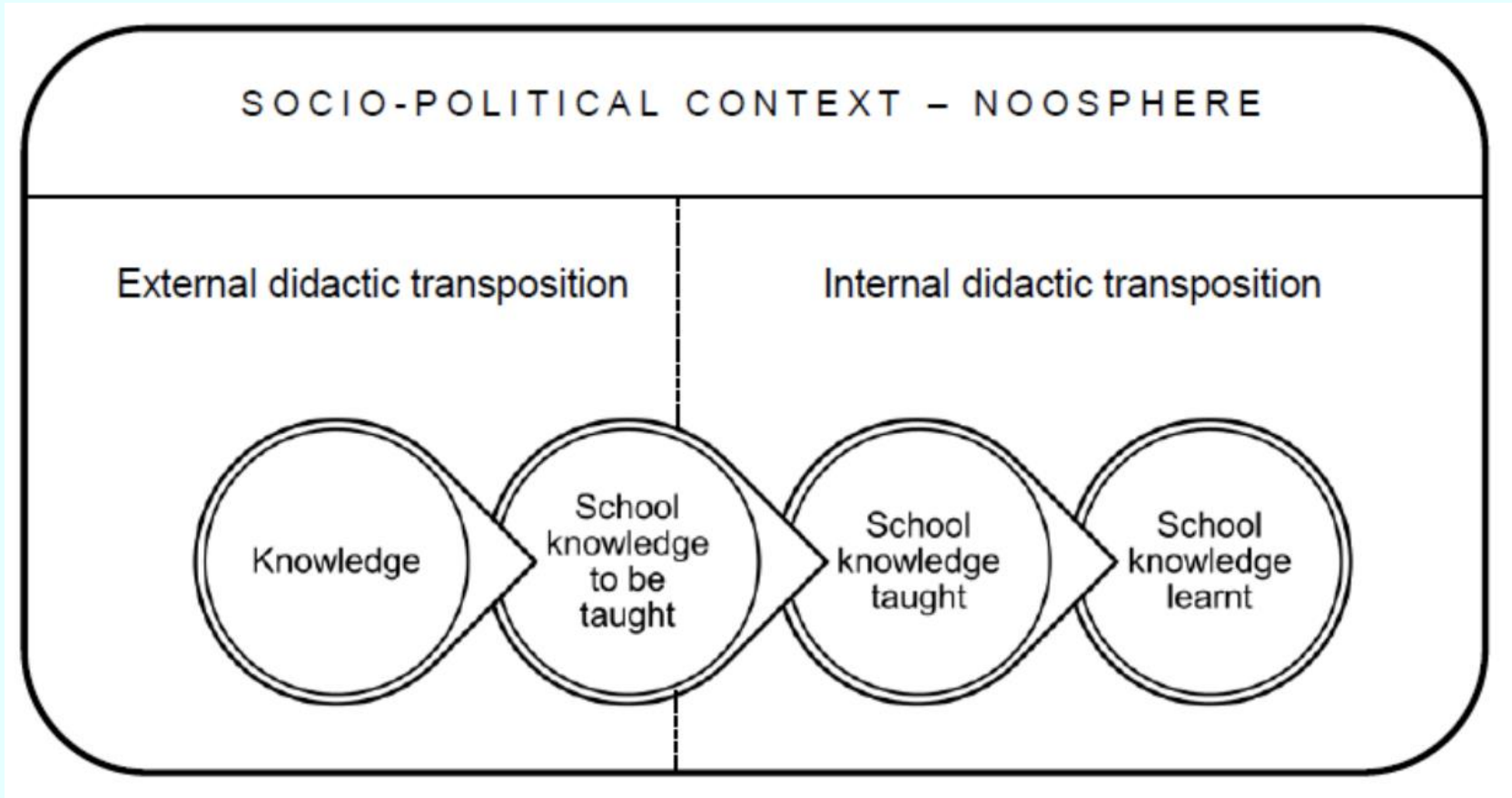
.....

Evaluate the responses to your chosen UK based natural weather hazard.

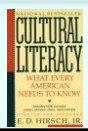
OCR B Paper 1 May 2019 (New GCSE)

..... [6]

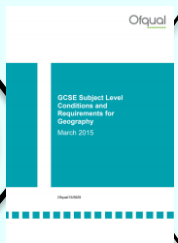
Didactic Transposition Model (Chevellard, 2015)



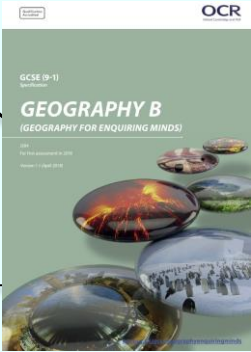
Didactic Transposition Model Applied to GCSE Geography




Knowledge




School Knowledge to be Taught



Knowledge Taught



Knowledge Learnt



Evaluating Knowledge Learnt

Quality

“in high-performing systems, the fundamentals of subjects are strongly emphasised, have substantial time allocation, and are the focus of considerable attention in learning programmes”(Oates, 2011: 121).

Epistemic Quality



High Epistemic Quality - as fallible, refutable and uncertain and which promotes critical thinking, creative reasoning, the generation of multiple solutions and of learning from errors and mistakes

Low Epistemic Quality - infallible, authoritarian, dogmatic, absolutist, irrefutable and certain

Level of Understanding	Key Idea
1	Geographical phenomena can be managed (uncontested fixed facts)
2	There are different management strategies
3	There are advantages and disadvantages or costs and benefits of different strategies.
4	There are different views on choice of options, and this can lead to conflict.
5	There are different views on issues because of different values and attitudes. (contested and value laden)

The Five Levels of Understanding (Roberts, 2018: 35)

Low Epistemic Quality - infallible, authoritarian, dogmatic, absolutist, irrefutable and certain

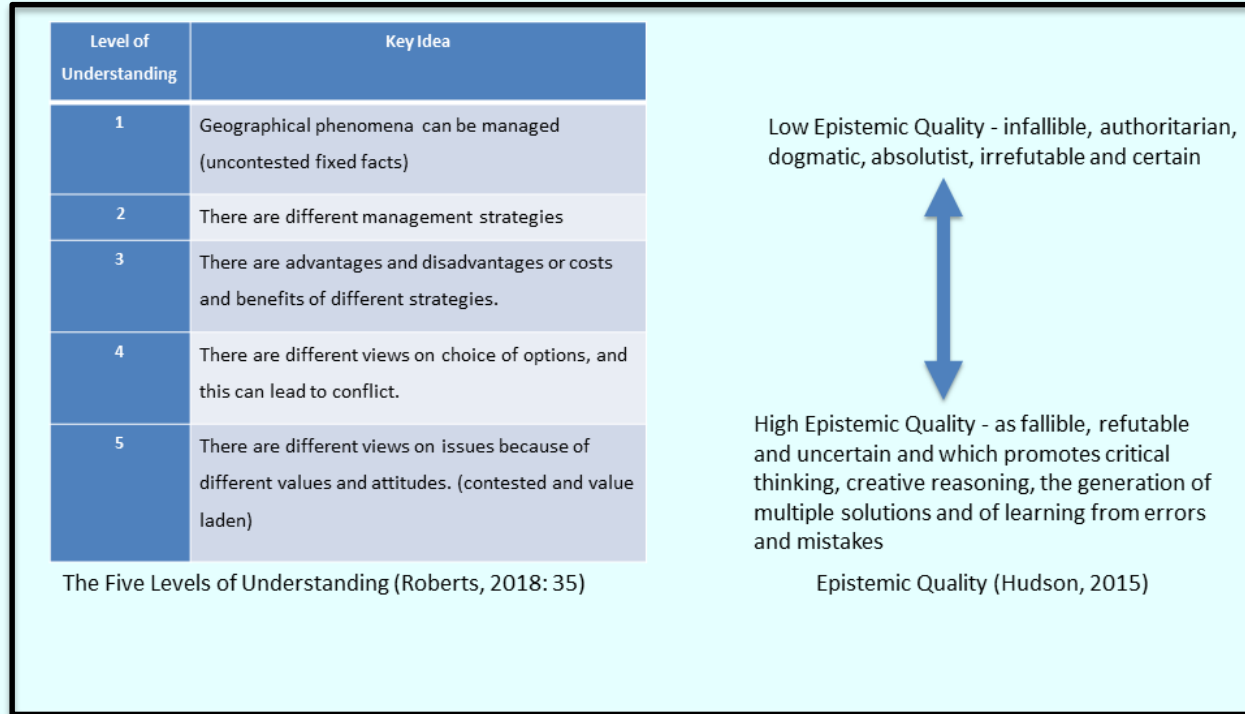


High Epistemic Quality - as fallible, refutable and uncertain and which promotes critical thinking, creative reasoning, the generation of multiple solutions and of learning from errors and mistakes

Epistemic Quality (Hudson, 2015)

CAPABILITIES

Understanding ones potential in the context of global citizenship.



Identifying and exercising one's choices on how to live based on decisions of sustainability?

Promoting individual autonomy and the ability to be able to think and reason?

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Epistemic Quality (Hudson, 2015)

Conclusion

Does the revised GCSE provide a high quality education?

Possibly

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