

# **World Geography 3202 Public Examination Teacher Handbook**

Government of Newfoundland and Labrador  
Department of Education  
Division of Evaluation, Testing, and Certification

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## **PREAMBLE**

World Geography 3202 is a course that students can use to satisfy their World Studies graduation requirements and their admission requirements to Memorial University. It is also a course that is examined through the Department of Education's shared evaluation policy and public examination process.

The main purpose of the World Geography 3202 public examination is certification. The mark that a student receives on the examination will account for 50% of the student's final mark in World Geography 3202. The examination is based on all curriculum outcomes that can be measured through paper and pencil and at the same time reflects the pedagogical model that is advocated in the curriculum guide.

This document outlines the specifications on which each public examination for the course will be designed and also provides the format for each examination. As students participate in the learning process, it is important that they engage in all levels of cognitive thinking as articulated in the table of specifications. Students are expected to acquire knowledge of geography, to apply this knowledge to new situations, and to integrate this knowledge to form judgements and to defend a position.

Teachers are encouraged to read this document and to share the information with your students. It is intended to inform your teaching and to help you prepare your students to demonstrate in the public examination that they have achieved the outcomes of the World Geography 3202.

## **EVALUATION: NATURE AND PURPOSES**

Broadly defined, evaluation is the process of systematically collecting data (i.e., assessment), detecting patterns in the data, forming judgements about possible responses to these patterns, and making decisions about future actions.

The evaluation of student learning is an integral part of the planned instructional cycle. Its intent is to determine if the intended outcomes have been achieved, judge the effectiveness of the course and learning environment in meeting the needs of the learner, and assist in designing future learning situations.

The quality of assessment and evaluation has a profound and well-established link to student performance. What is assessed and evaluated, how it is assessed and evaluated, and how the results are communicated send clear messages to students and other stakeholders about what is really valued B what is worth learning, how it should be learned, what elements of quality are considered most important, and how well students are expected to perform.

To determine how well students are learning, assessment strategies have to be designed to systematically gather information on the achievement of the curriculum outcomes. In planning assessments, teachers should use a broad range of strategies, appropriately balanced, to give students multiple opportunities to demonstrate their knowledge, skills, and attitudes. Many types of assessment strategies can be used to gather such information including, but not limited to,

- formal and informal observations
- work samples
- anecdotal records
- conferences
- teacher-made and other tests
- portfolios
- learning journals
- questions
- performance assessments
- peer-assessments and self-assessments
- case studies
- interviews
- essay writing
- oral and multimedia presentations
- research

For an examination of the role of these data sources, geography teachers may refer to the Department of Education document *The Evaluation of Students in the Classroom: A Handbook and Policy Guide - Second Edition (2001)*.

Evaluation is more than the collection of data. It brings interpretation, judgements and decisions to data collected during the assessment phase to address key educational issues. More specifically, how valid and reliable is the data gathered? What does the data suggest about student achievement of course outcomes? Does student performance confirm instructional practice or indicate the need for change? Are students ready to move on to the next phase of the course?

Teacher-developed assessments and evaluations have a wide variety of uses, such as:

- providing feedback to improve student learning
- setting goals for future student learning
- determining if curriculum outcomes have been achieved
- certifying that students have achieved certain levels of performance
- communicating with parents about their children's learning
- providing information to teachers on the effectiveness of their teaching, the program, and the learning environment
- meeting goals of guidance and administrative personnel.

Evaluation is conducted within the context of the outcomes, which should be clearly understood by learners before teaching and evaluation take place. Students need to understand the basis on which they will be evaluated and what teachers expect of them.

The evaluation of a student's progress may be classified as pre-instructional, formative, or summative, depending on the purpose. Pre-instructional assessment is conducted before the introduction of unfamiliar subject matter or when learners are experiencing difficulty. It gives an indication of *where students* are but is not intended to be a measure of what they are capable of doing. The purpose is to analyze the student's progress to date in order to determine the type and depth of instruction needed. Pre-instructional assessment is mostly conducted informally and continuously.

Formative assessment is conducted throughout the process of instruction. Its primary purpose is to improve instruction and learning. It is an indication of *how things are going*. It identifies a student's strengths or weaknesses with respect to specific curriculum outcomes so that necessary adaptations can be made. Formative assessment may be conducted by the teacher, or by the students themselves as they assess their own learning.

Summative evaluation occurs at the end of a designated period of learning. It is used, along with data collected during the formative stage, to determine learner achievement. This assessment is used to report *the degree to which curriculum outcomes have been achieved*.

Instruction and evaluation are centered on outcomes. Not only are outcomes used in providing structure for teaching and learning, but they also provide a framework for assessment and evaluation. However, in any social studies classroom there should be a balanced approach to assessment ensuring that emphasis is given to the learning process as well as the products of learning.

Process outcomes identify the skills that students develop as they come to know, to value, and to be able to do. The emphasis in teaching shifts from a passing on of “*the what*” to an emphasis on “*the how*” - the process by which knowledge is acquired and utilized. Students are taught to find information, to become autonomous thinkers, and to use knowledge to solve new problems and make decisions for themselves.

The product can be thought of as “*the what*” of learning. The *what* is that which students should know and value. The *what* is spelled out in outcomes, which are the base for a program, a course, or a theme of study.

The process is also designed to develop the affective outcomes where students can begin to consider their own personal values, and teachers can help them develop the capabilities and processes they need in order to clarify those values. In fact, the process of having students experience activities and clarify their own values might be the product the teacher is trying to achieve.

## **ANALYSIS OF THE WORLD GEOGRAPHY 3202 CURRICULUM**

### **Geographic Literacy**

Geography literacy is gaining more recognition as an essential element in the education of the child. It is a process by which students gain the knowledge and skills to comprehend the earth and its environment and to appreciate the delicate relationships that connect people to the earth.

According to the 1994 U.S. National Assessment of Educational Progress (NAEP), significant numbers of American children failed to reach basic standards of geographic literacy. A Gallup poll conducted in the early 1990s indicated that American children lagged behind their peers in other industrialized countries in their knowledge of geography and use of geographic skills. Although no similar studies have been done on a national scale, it is a matter of debate whether Canadian children are any more proficient.

### **Program Overview**

At the primary, elementary and intermediate levels of schooling, geographic knowledge, skills, and values are integrated into the social studies program. At the senior high level, students have the opportunity to subscribe to (1) a two-credit course in Canadian Geography as part of the required two-credit stream in Canadian Studies, and (2) a two-credit course in World Geography to fulfil the required two-credit stream in World Studies. World Geography 3200/3202 is designed to be one of the options for meeting the world studies requirement.

World Geography 3200/3202 promotes an understanding and appreciation of how major physical, climatic, biotic, and cultural features of the earth are inter-connected. This course examines the relationship between humans and the environment and how this relationship finds expression in activities that are spatially organized. Students who choose to enrol in World Geography 3200/3202 bring with them a broad range of understandings and competencies as a result of their prior experiences in the social studies program. Their emotional and intellectual maturity now allows them to develop a more sophisticated and comprehensive investigation of the world around them.

The following geographical themes provide the basic structure for World Geography 3200/3202. These organizational themes contribute to a comprehensive examination of how the physical earth and human activity are inter-connected. It should be noted that although the geographical themes are organized separately for purposes of presentation and analysis, they are interconnected. Teachers are encouraged to help students to draw upon their links in order see the “big picture” of how natural phenomena and human activity relate to each other.

### *The Physical Earth*

Units 1, 2, and 3 provide an overview of basic components of the physical earth. Surface features, climate and ecosystems are interrelated and, at the same time, provide a range of possibilities for humans to satisfy their needs and wants.

### *The Human Response*

Units 4 and 5 examine the range of primary economic activities in which humans engage as they respond to the physical earth. Humans extract resources from the land and oceans.

### *The Built Environment*

Humans process the raw materials extracted from the land and oceans into semi-finished and finished products for their use. Linkage systems are designed for humans, raw materials, finished products and information to be moved about. The human imprint on the land is also evidenced by where people live and how they organize and distribute themselves on the earth's surface. Unit 6 focuses on manufacturing activities; Unit 7, transportation systems; Unit 8, population distribution and growth; and Unit 9, settlement and urbanization.

### *Global Economic Disparities*

This theme, developed in Unit 10, helps students to reflect upon the fact that all parts of the earth have not reached the same level of development.

The geographical themes are presented as a set of ten knowledge-based outcome goals. These define the ten units of the course. The skills-based and attitudinal outcome goals shape the instructional and learning context by which the content is attained. Each knowledge-based outcome is delineated into specific curriculum outcomes that, in turn, are specified into learning outcomes. Teachers may choose from a variety of strategies for teaching/learning and student assessment to support the learning outcomes that are selected for study. The skills- and values-based outcome goals are incorporated into the learning outcomes as appropriate.

Since research is an important part of this course, students will use both primary and secondary sources and will draw upon traditional sources of information including reference books, documents, newspapers, field studies, and case studies as well as appropriate sites on the worldwide web.

The program clearly supports resource-based and inquiry-learning approaches to teaching and learning. Cooperative learning strategies, project-base learning, and the use of technology are considered good examples of instructional strategies. Various resources have been identified to support each topic and activity. As well a student resource will provide a foundation for each topic.

### **Relative Emphasis on Curriculum Outcome Goals**

#### *Knowledge*

Students will be expected to demonstrate an understanding of:

- forces that created the major land and water forms.
- causal effects of climate and how they produce climatic patterns.
- connections among given elements of an ecosystem and interrelationships among world ecosystems.
- processes that account for patterns in selected primary activities on the land and how these activities create the need for wise resource management.
- processes that underlie patterns in human activities in the ocean environment and how these activities create the need for wise resource management.
- processes that explain patterns in secondary, tertiary and quaternary activity.
- the role of spatial linkages in improving accessibility and the movement of goods, information, and people.
- causes and consequences of population distribution and growth.
- dynamics and problems associated with settlement and urbanization.
- conditions that result in and issues related to differing levels of development among nations.

### *Skills*

Students will be expected to demonstrate competencies in:

- developing rational positions and decisions about geographic issues.
- the logical defense of positions on geographic issues.
- literal, interpretive, applied, and critical thinking.
- deriving spatial and temporal patterns from geographic phenomena.
- group processes in a way that positively contributes to the quality of the learning task.
- retrieving information from a variety of information-access tools, such as maps, globes, data bases, websites, newspapers, periodicals, videotapes, and graphics.
- gathering primary geographic data through use of appropriate techniques such as interviews, field observation, sampling, and enumerating.
- the organization of information according to an acceptable organizer.
- the communication of findings using appropriate verbal and written formats.

### *Attitudes*

Students will be able to demonstrate an appreciation for:

- the importance of gathering, organizing, and presenting reliable information in ways appropriate to an assigned task.
- the importance of mutual respect, tolerance, empathy, justice, and other procedural values in resolving geographical issues.
- the complex and delicate web of interrelationships among nonliving and living systems on the earth.
- the need to temper individual and societal aspirations in terms of the ability of the earth to meet basic needs and wants.
- the importance of utilizing the environment according to sound principles of stewardship.

- the impact and complexity of global interdependence.
- the contribution of geography to the development of a realistic and integrated perspective on the world.

In planning and organizing this course, the curriculum outcomes support ten units. The selection of the units for study for study must be made within the following context:

*The Physical Earth*

Students are required to complete Units 1, 2, and 3.

*The Human Response*

Students are required to complete Units 4 or 5.

*The Built Environment*

Students are required to complete Unit 6; and one of Units 7, 8, and 9.

*Economic Development*

Students are required to complete Unit 10.

**Relative Emphasis on Cognitive Levels**

Each knowledge-based outcome goal for World Geography 3202 is broken down into specific curriculum outcomes (SCOs). These outcomes set out the program units. The skills- and attitudes-based goals are integrated throughout the learning outcomes (LOs) and related sample teaching/learning strategies and assessment strategies.

Each LO is designed to be the means by which the student demonstrates the attainment of knowledge, skills and/or attitudes. Each LO is classified on a three-level hierarchy of thinking skills B knowing, applying, and integrating.

At the knowing level, students engage in the acquisition of knowledge through recall, comprehension and interpretation. Traditionally, the emphasis in geography instruction has been largely at this level. In the World Geography 3202, there is a noticeable shift toward applying the knowledge acquired to new situations to solve problems and/or to break an idea or situation into its constituent parts to see relationships among them. At the integrating level, students are required to reflect upon knowledge to arrive at new solutions to problems, to form judgements about situations and defend a position.

## Implications for Assessment

World Geography 3202 promotes a balanced approach to product and process, a shift from the sole reliance on the transmission of knowledge toward greater use of approaches that encourage transactional and transformational learning. Key to this shift is the use of methodologies that facilitate inductive learning. Compared to deductive learning, inductive learning is a more open-ended process that guides students through the collection and organization of data, the identification of patterns in the data, and the formulation of generalizations from these patterns.

The following chart contrasts deductive and inductive learning:

<b>DEDUCTIVE LEARNING</b>	<b>INDUCTIVE LEARNING</b>
Teacher-Centered	Student-Centered
<ul style="list-style-type: none"><li>• Teacher presents a rule, principle, or law to explain geographic phenomena.</li></ul>	<ul style="list-style-type: none"><li>• Teacher presents data or facilitates student collection of data to investigate a particular geographic phenomenon.</li></ul>
<ul style="list-style-type: none"><li>• Teacher provides examples to help students to reinforce their understanding of the rule, principle, or law.</li></ul>	<ul style="list-style-type: none"><li>• Teacher uses questioning techniques to facilitate students' detection of patterns reflected in the data.</li></ul>
	<ul style="list-style-type: none"><li>• Teacher uses questioning techniques to facilitate students' development of conclusions or generalizations based on the patterns.</li></ul>

This approach to instruction has implications for the assessment of student achievement of outcomes. More specifically, instruction and assessment must inform each other. The examination should sample what students know and are able to do according to a set of standards as articulated by the specific curriculum outcomes. Secondly, the learning approaches used to help students to acquire geographic knowledge and the skills used in the instructional setting must be reflected in the assessment phase. The examination reflects the balance between deductive and inductive approaches promoted in the course.

The cognitive levels at which the learning outcomes are set are also reflected to the same degree on the examination. To achieve this balance, a table of specifications has been constructed to guide the development of the World Geography 3202 public examination.

## Table of Specifications

Students enrolled in World Geography 3202, unlike students in World Geography 3200, are required to write a public examination after the course is completed. It is critical, then, that there is a strong correlation between instruction and evaluation. This congruence must be evidenced at two levels:

- The scope of the course as delineated by the outcome goals/units must be reflected on the assessment instrument.
- The relative emphasis upon thinking skills i.e., knowing, applying, and integrating, during the instructional phase must be reflected in the assessment instrument.

To help achieve this correlation, the following table of specifications is provided for the teacher of World Geography 3202. Teachers of World Geography 3200 may wish to follow it as well in the development of a teacher-constructed end-of-year examination.

Units	THINKING COMPETENCIES			TOTALS
	Knowing	Applying	Integrating	
... land and water forms ...	4	6	2	12
... climate patterns.	6	4	2	12
... world ecosystems.	3	6	3	12
... primary activities on the land.	5	8	3	16
... human activities in the ocean ...	5	8	3	16
... secondary and tertiary activity.	5	8	3	16
... spatial linkages ...	5	8	3	16
... population distribution and growth.	5	8	3	16
... settlement and urbanization.	5	8	3	16
... levels of development	5	8	3	16
TOTALS	33	48	19	100%

\* To reflect required and optional units (units 1, 2 and 3; unit 4 or 5; unit 6; 1 of units 7, 8, and 9; and unit 10), totals are derived as follows:

$$33 = 4+6+3+5+5+5+5$$

$$48 = 6+4+6+8+8+8+8$$

$$19 = 2+2+3+3+3+3+3$$

An analysis of the table of specifications provides some parameters for ensuring that there is a match between instruction and the assessment instrument; some are drawn for the consideration of the teacher.

- The first three units, each weighted at 12%, make up the physical systems component and constitute just over one-third of the course content (36%). Therefore about one-third of the instructional time should be devoted to this part of the course.
- Each of the seven remaining units is equally weighted at 16%. The remaining instructional time after the completion of the physical systems should be equally divided among the four units remaining to be completed.
- The emphasis on low-order thinking skills, i.e., knowing, is indicated as 33%. Items written at this level will be weighted comparably.
- The total value of the items written at the application level will be weighted at 48%, nearly one-half of the total of the examination weighting.
- At the integrating level, the weighting is 19%.
- The teacher should attempt to reflect this emphasis across the thinking skill levels in their instruction and teacher-made tests. For example, on the end-of-unit test for Unit 1, the knowing items should reflect a weighting of 33 % (i.e., 4 out of 12; applying items, 50% (i.e., 6 out of 12; and integrating items, 17% (i.e., 2 out of 12).

The table of specifications is a crucial instrument in the construction of items. The weightings in each cell are translated into selected response and/or constructed response items. If a selected response item can accurately reflect the intent of the related learning outcome, it will be the preferred item format. Otherwise, a constructed response item is used. Secondly, the table of specifications helps to ensure congruency between the cognitive level of the outcome and the cognitive level of the item. More specifically, if a learning outcome is cast at the applying level, student achievement of it is not assessed at the knowing level.

## **DEVELOPMENT PROCESS FOR THE WORLD GEOGRAPHY 3202 PUBLIC EXAMINATION**

### **Guiding Principles for Examination Development**

Efforts to effectively develop, field test, and refine items must provide an examination that is a valid measure of student achievement of the outcomes for World Geography 3202. Every attempt is made to adhere to the following principles:

- The test is constructed so that students will be able to select the themes they have studied during the year.
- To the extent that the learning outcomes permit, selected response items and constructed response items are arranged by difficulty level (easiest to most difficult).
- There is no choice among questions; there is a choice of units.
- To help students respond to application and integrating level questions, necessary resources (e.g., maps, diagrams, statistics) are provided to help ensure that the test reflects the process of learning.
- The general test directions are clear and concise so that students will know what they are to do and how they are to do it.
- The items are selected as dictated by the table of specifications.

### **Item Development**

The Department of Education prepares guidelines, instructions, and sample items to set the task for item writers. The items writers are selected from key teachers of geography in the province (see Appendix 61. for the selection criteria). This committee analyzes the outcomes, correlates them with the core resource, and then writes, adopts, or adapts items.

After a sufficient number of items have been written, they are validated by a second group of teachers to ensure that they have content validity and that their language is clear and precise. The validation process allows a larger group of teachers to have an opportunity to adapt and/or contribute items.

The items are then field tested, using a stratified-random sample (male-female, rural-urban, large school-small school). Student responses are scored by a panel of markers.

## **Analysis of Field Test Results**

The key issue arising out of the field test is whether the items worked as intended. To answer this question, responses are examined and an item analysis is conducted

Item analysis is a process of collecting and summarizing information about how students responded to each item. Its purpose is to determine which items did not function well and that should be replaced or improved. Item analysis will indicate items that are ambiguous, miskeyed, non-discriminating, or at an inappropriate difficulty level. Item ambiguity can occur when the highest-scoring students are unable to select the correct answer from one or more of the distractors. An item is likely to be ambiguous if it worded poorly, is written at an extremely high level of difficulty, or if it unintentionally allows for more than one correct answer.

Item difficulty and item discrimination are major concerns for test developers during the item analysis stage. For a selected response item, the difficulty index is the percentage of students who selected the correct response. For constructed response items, it is calculated by dividing the average score on an item by the possible item score range. The lower the index, the more difficult is the item. Ideally, acceptable difficulty levels range from 4.0 to .90.

Item discrimination indicates how well the item differentiates students who are knowledgeable from students who are not. If the upper and lower groups of students demonstrated the same performance on an item, the discrimination index will be zero. If the upper group got an item correct and the lower group missed it, the item discriminated in the way it should have. The discrimination index for a selected response item is calculated by finding the dividing the difference between the number of students in the upper group who answered it correctly and the number in the lower group who answered it incorrectly by half of the total number of students. For constructed response items, the discrimination index is found by finding the difference between the average item score for the upper group and the average item score for the lower group and dividing it by the range of possible item scores. Ideally, an item should discriminate at or above 2.0.

## **Refinement of Test Items**

After student performance on each item has been statistically analyzed, test developers for World Geography 3202 review the results. Items with extremely low or high difficulty levels and/or discrimination indices are examined more closely and may be revised or replaced. For example, an item that requests students to identify the definition of a simple term may have a difficulty level of .95. The test developers will examine the outcome and if there is a high content validity, the item is acceptable. If the same item had a low difficulty index, it would have to be revised because it did not perform in the way that it should have.

## **ADMINISTRATIVE CONTEXT**

The following overview of the administrative context for World Geography 3202 public examination is drawn from Department of Education document, The Public Examinations Handbook 2001. For full details, teachers are advised to consult this document.

### **School Evaluation Regulations for World Geography 3202**

The school will:

- conduct a comprehensive evaluation of student performance in World Geography 3202 on a 50/50 shared basis with the public examination.
- devise an evaluation plan, based on specific course outcomes, to guide the testing and grading for the course.
- consider no outcomes in the affective domain for summative purposes.
- establish an appeal committee in instances where validity and fairness of marks are in question.
- familiarize students with the evaluation procedures used.
- review (normally by the principal) all final marks before issuance to students and certify them valid and fair before submission to the Department of Education.
- make available to the Department of Education, upon request, any information about school policies and procedures.

### **Shared Evaluation Regulations for World Geography 3202**

- Unless an exemption has been granted, schools are required to provide a school evaluation in World Geography 3202.
- Before being combined with public examination marks, raw school marks are adjusted, where necessary (Refer to The Public Examinations Handbook 2001 for the adjustment formula). System programming controls for aberrant marks.
- The final mark in the shared evaluation arrangement will be the average of the school mark, with adjustments where necessary, and the public examination mark. Decimal marks are rounded to the nearest whole; final combined marks of 48 or 49 will be rounded to 50; and final combined marks of less than 50, when the public exam mark is 50 or more, are rounded to 50.

- To allow for student appeals to the school, final school marks are to be released to students a reasonable period before school closes. After marks have been submitted to the Department, no revisions can be made (except to correct errors).
- Final school marks for World Geography 3202 are to be forwarded to the Department of Education by the last day of school in June.
- In special circumstances, approval may be obtained to defer a June World Geography 3202 public examination to November or June immediately following. Such approval is to be requested in writing on an individual basis. In case of shared evaluation deferrals, the school mark for the term missed will be brought forward and used in the calculation of the final result unless a new mark is submitted. Results of a deferred evaluation will be reported for the reporting period to which the public examination has been deferred.

### **Eligibility and Registration**

- A student may write the World Geography 3202 public examination only if he or she has received instruction in the course.
- For the June public examination, registration will be conducted in November through web application.
- For the November public examination, registration will be conducted in September.
- Private candidate registration is made by candidates through the Department of Education. The deadlines are **September 30** for the November examination and **February 15** for the June examination.

### **World Geography 3202 Public Examination Appeals**

- Any candidate, or any principal on behalf of his/her students, who is aware of or suspects an error in the results issued, may appeal to the High School Certification Manager for a review and any required correction to the results. In the event of a missing mark, the principal is to contact High School Certification as soon as possible. For rereads, the written request is to be made by September 15 (for the June examination) or by January 15 (for the November examination).
- If the principal deems that a student has been unfairly treated by the adjustment of school marks, an appeal may be made in writing by September 15 (for the June examination) or by January 15 (for the November examination).

- Refer to *The Public Examinations Handbook 2001* for further procedures on public examination appeals.

### **Special Consideration Policies**

- Any candidate, or any principal on the behalf of a student, may request and be granted special consideration related to the writing of the World Geography 3202 Public Examination.
- Suitable adaptations to the examination will be provided for students who, because of a permanent or temporary incapacity, are unable to perform in the examination in the usual manner. Such adaptations are appropriate to ensure that all students have a fair opportunity to demonstrate their achievement under suitable conditions. Any adaptations such as large print, audio tapes, Braille, sign language and interpreting, typing or word processing, student dictation and use of scribes, extended time, private supervision, alternate scheduling, and audio computers and calculators may be used in appropriate cases.
- As necessary and as indicated by the Individual Support Services Plan (ISSP), adaptations during the evaluation may be provided to offset a specific incapacity that has been acknowledged by ISSP team members.
- Students who are provided adaptations to evaluation will be subject to the same evaluation criteria and grading standards as for all other students.
- Oral evaluation and the use of scribes in the World Geography 3202 public examination shall not place students at an advantage over students who are not receiving these adaptive measures. (Guidelines for oral evaluation and use of scribes are provided in the *Public Examinations Handbook 2001*, page 11.
- Requests for adapted evaluations are to be made on the appropriate form in writing by **February 15** for June.
- A student who misses the World Geography 3202 public examination may be awarded a final mark. The underlying cause must be a temporary incapacity to write the examination as defined by the *Public Examinations Handbook 2001*, page 12.

### **Cross Transfer from World Geography 3200 to World Geography 3202**

The World Geography 3202 and World Geography 3200 courses focus on the same general curriculum and specific curriculum outcomes. The distinction between the two courses lies at the learning outcomes level and their related instructional and evaluation strategies. There may be some questions about whether World Geography 3202 students who receive a combined fail

mark could receive a pass mark for World Geography 3200 equal to the school-submitted mark for World Geography 3202. The following policies address this issue:

- A World Geography 3202 student who receives a combined fail mark cannot be assigned a pass mark for World Geography 3200 in recognition of work completed in World Geography 3202.
- According to the judgement of the teacher and principal, and in consultation with the parent, a student who may not experience success on the World Geography 3202 public examination should be registered in the World Geography 3200 course by February 15th deadline.
- World Geography 3200 students who feel capable of successfully challenging the World Geography 3202 public examination, may do so according to existing challenge-for-credit policy .
- World Geography 3200 students who wish to write the World Geography 3202 public examination as a challenge-for-credit, are subject to the following conditions:
  - credit cannot be obtained for both World Geography 3200 and World Geography 3202.
  - the pass mark obtained in World Geography 3202 takes precedence over the mark obtained in World Geography 3200.
  - if a fail mark is obtained in World Geography 3202, the pass mark for World Geography 3200 will take precedence. In this instance, both the fail grade for World Geography 3202 and the pass mark for World Geography 3200 will appear on the student's transcript.

### **Student Conduct in the World Geography 3202 Examination**

- As required, candidates are permitted to bring such personal materials as pencils, pens, erasers, and rulers into the examination room.
- Calculators and other electronic devices are not permitted.
- The use of software packages is not permitted.
- Refer to the *Public Examinations Handbook 2001*, pages 13 and 14, for regulations concerning entrance to and exit from the examination room and writing time.

## **POST-EXAMINATION ACTIVITIES**

### **Scoring Procedures**

Immediately after the completion of public examinations, a marking board is set up to mark all constructed response questions. The marking session extends over a two-week period.

To aid in the scoring process, the following procedures will be followed:

- A marking key for the selected response items will have been prepared as part of the examination development process.
- Scoring criteria will have been developed to allocate values to partial and complete answers for constructed response items.
- Before the marking session begins, the Chief marker conducts a session on marking procedures.
- The session also focuses on the scoring criteria for the constructed response items.
- The chief marker conducts intra- and inter-rater reliability checks; where necessary, remediative measures will be taken to ensure that the scores reliably reflect student performance.

### **Reporting Process**

During the two-week scoring period, the results for the constructed response items are manually entered into a computer data base and machine scorable answer sheets for the selected response items are scanned into the data base. The files for the constructed response and selected response items are combined, edited and then sent to X-Wave, where school mark adjustments are made, school and exam marks are combined, provincial statistics produced, and transcripts are generated. After this process is complete, marks are mailed to students.

### **Use of Results for Formative Purposes**

The Department of Education recognizes the vital relationship between instruction and evaluation and promotes evaluation as a source of information about the effectiveness of the curriculum and related instructional practices. The World Geography 3202 public examination is a summative instrument: its purpose is to determine the degree to which students have achieved course outcomes for the purpose of satisfying certification requirements. At the same time, however, a summative instrument can be put to formative use.

Practices to enhance the impact of the World Geography 3202 public examination on instructional approaches and student achievement include:

- The publication of a comprehensive chief marker's report with an analysis of student performance by item.
- The provision of samples of actual student responses to all constructed response items with teacher commentary on strengths and weaknesses.
- The identification of content areas and skill sets that should be given greater focus in the instructional setting.
- The provision of professional development sessions, with input from districts, to focus on item analysis, students' responses to items, and integration of assessment and instruction.

## APPENDICES

### Criteria for Selection of Item Writers

Teachers that serve on World Geography 3202 test development committees must meet these criteria:

- at least a Grade IV teaching certificate.
- at least a minor in Geography.
- at least five years experience teaching World Geography 3202 (including the present year).
- knowledgeable about current curriculum and evaluation practices.
- recommendation by their school districts.
- equivalent combination of academic background and experience.

### Constructing Selected Response Items

A selected response item consists of a stem and a number of alternatives. The stem may be a statement or a direct question that poses a problem. The student's task is to respond to the problem by choosing the correct or best alternative. The remaining incorrect or less acceptable alternatives serve as distractors.

The following guidelines may be used to construct selected response items:

- the stem may prompt students for two possible types of answers: a correct answer, or the **best** answer.
- responses should be approximately the same length for any one item.
- the position of the correct answer should be randomized. One way to do this is to arrange the responses alphabetically.
- the stem must not contain grammatical clues to the correct response.
- responses "all of the above" or "none of the above" should be avoided.
- the stem itself should contain enough information to set the context for the response.

Poor: The fertility of soil

- (A) is determined by the amount of soluble minerals and organic matter.
- (B) depends upon the ratio of sand to clay.
- (C) depends upon the depth of the sub-soil.
- (D) is determined by texture and depth.

Better: Which condition has the greatest effect on soil fertility?

- (A) amount of soluble minerals and organic matter.
- (B) depth of the sub-soil.
- (C) ratio of sand to clay.
- (D) texture and depth.

- The stem should pose only one problem.

Poor: Which term refers to the grasslands of tropical regions as opposed to grasslands of middle-latitude regions?

- (A) pampas
- (B) prairies
- (C) savannas
- (D) steppes

Better: Which term refers to the grasslands of tropical regions?

- (A) pampas
- (B) prairies
- (C) savannas
- (D) steppes

- Items should have a clearly defensible correct or best option.

Poor: Which ecosystem has a hot climate?

- (A) desert
- (B) equatorial rainforest
- (C) needleleaf rainforest
- (D) prairie

Better: Which ecosystem has a hot, humid climate?

- (A) desert
- (B) equatorial rainforest
- (C) needleleaf rainforest
- (D) prairie

- Avoid using superfluous information in the stem.
  - Poor: Farming in developing countries is an integral part of the household economy. Which characteristic **best** describes agriculture in Southeast Asia?
    - (A) Farm plots are distant from markets.
    - (B) It is capital intensive.
    - (C) It employs a small percentage of the labour force
    - (D) Monoculture is practiced.
  - Better: Which characteristic **best** describes agriculture in Southeast Asia?
    - (A) Farm plots are distant from markets.
    - (B) It is capital intensive.
    - (C) It employs a small percentage of the labour force
    - (D) Monoculture is practiced.
- The question should require a specific single answer.
  - Poor: Which characteristic describes population dynamics in highly developed countries?
    - (A) contracting population
    - (B) low birth rates
    - (C) high death rates
    - (D) both (A) and (B)
  - Better: Which characteristic describes population dynamics in highly developed countries?
    - (A) contracting population
    - (B) low birth rates
    - (C) high death rates
    - (D) high emigration rates
- Where possible, the stem should be stated in positive terms.
  - Poor: Which of the following is **not** a feature of continental glaciation?
    - (A) arête
    - (B) drumlin
    - (C) esker
    - (D) terminal moraine

Better: Which is an example of alpine glaciation?

- (A) arête
- (B) drumlin
- (C) esker
- (D) terminal moraine

- The responses should be equally plausible to the uninformed respondent.

Poor: What measure gives the number of persons per square unit of arable land?

- (A) carrying capacity
- (B) nutritional density
- (C) population density
- (D) standard of living

Better: What measure gives the number of persons per square unit of arable land?

- (A) carrying capacity
- (B) farm concentration index
- (C) nutritional density
- (D) population density

### **Writing Constructed Response Items**

- Only use a constructed response item if selected response is not appropriate for the knowledge and skill tested.
- Word the question so that it will elicit the type of response that you wish to measure.
- Use clear, descriptive words to indicate the nature of the task required of the student.
- Indicate the value or weighting of the question so that students can allocate sufficient writing time.
- Use a larger number of questions requiring shorter responses in lieu of fewer questions requiring longer responses.
- To reflect the maturity level of the student, indicate the expected length of the expected response and use an appropriate reading level in the item.
- Use words that ensure that students respond at the cognitive level required by the related outcome.

## World Geography 3202 Public Examination Format

The examination format is determined by (1) the options students have in the selection of units, (2) the weightings by unit and by cognitive level within units, and (3) selecting the item format most appropriate to the cognitive level of the learning outcome tested. Most knowing outcomes and some applying outcomes are best supported by selected response items, whereas integration level outcomes are best supported by constructed response items. The following chart provides an overview of the structure of the World Geography 3202 public examination.

A sample examination for World Geography 3202 may be found at  
<http://www.gov.nf.ca/edu/k12/pub/sample.htm>

*Section A: All three units are required for a total of 36 marks.*

Unit	Thinking Competencies		
	Knowing	Applying	Integrating
1. Land and Water Forms	4 sr	6 sr	(7 marks)
	0 cr	0 cr	
2. Climate Patterns	6 sr	4 sr	
	0 cr	0 cr	
3. World Ecosystems	3 sr	1 sr	
	0 cr	1 cr (5 marks)	

*Section B: One of two units is required for a total of 16 marks.*

Unit	Thinking Competencies		
	Knowing	Applying	Integrating
4. Primary Activities ... Land	5 sr	3 sr	0 sr
	0 cr	1 cr (5 marks)	1 cr (3 marks)
5. Human Activities ... Ocean	1 sr	3 sr	0 sr
	1 cr (4 marks)	1 cr (5 marks)	1 cr (3marks)

*Section C: This unit is required for a total of 16 marks.*

Unit	Thinking Competencies		
	Knowing	Applying	Integrating
6. Secondary and Tertiary Activity	5 sr	3 sr	0 sr
	0 cr	1 cr (5 marks)	1 cr (3 marks)

*Section D: One of three units is required for a total of 16 marks.*

Unit	Thinking Competencies		
	Knowing	Applying	Integrating
7. Spatial Linkages	5 sr	3 sr	0 sr
	0 cr	1 cr (5 marks)	1 cr (3 marks)
8. Population Distribution and Growth	5 sr	3 sr	0 sr
	0 cr	1 cr (5 marks)	1 cr (3marks)
9. Settlement and Urbanization	5 sr	3 sr	0 sr
	0 cr	1 cr (5 marks)	1 cr (3 marks)

*Section E: This unit is required for a total of 16 marks.*

Unit	Thinking Competencies		
	Knowing	Applying	Integrating
10. Levels of Development	1 sr	3 sr	0 sr
	1 cr (4 marks)	1 cr (5 marks)	1 cr (3 marks)

Note: The student who has completed Unit 4 during the year will respond to 48 selected response items. The student who has completed Unit 5 will respond to 48 items.

### **Sample Items**

The following items sample at least two learning outcomes from each unit.

#### Unit 1: Land and Water Forms

##### *Learning Outcome 11.2.*

Differentiate among the terms hill and mountain, and plain and plateau. (k)

*Item*

**Which term refers to the definition “An area of flat land that has been raised upward into higher elevations by movements of the earth’s crust?”**

- (A) hill
- (B) mountain
- (C) plain
- (D) plateau

*Learning Outcome 1.5.6.*

Analyze evidence to determine the life cycle stage of a river. (a)

*Item*

**In the diagram below, at what stage in its life cycle is this river likely to be?  
(Insert diagram in item 6 of the World Geography Sample Exam)**

- (A) early maturity
- (B) late maturity
- (C) old age
- (D) youth

## Unit 2: World Climate Patterns

*Learning Outcome 2.6.2*

Generalize that temperatures tend to increase from low to high latitudes. (a)

*Item*

**Which statement best describes the relationship between temperature and latitude reflected in the scattergram below?**

**(Insert diagram in item 13 of the WORLD GEOGRAPHY Sample Exam)**

- (A) Temperature decreases as latitude increases.
- (B) Temperature increases as latitude decreases.
- (C) Temperature increases as latitude increases.
- (D) Temperatures remain constant as latitude changes.

*Learning Outcome 2.8.1*

Given relevant data, describe climatic conditions within selected zones.(k)

*Item*

**Which phrase best describes the climate represented by the climograph below?  
(Insert diagram in item 20 of the WORLD GEOGRAPHY Sample Exam)**

- (A) hot, dry summers and mild winters
- (B) hot, wet summers and cold, dry winters
- (C) hot summers and cold winters with fairly evenly distributed rainfall
- (D) year-round heat and moisture

Unit 3: Ecosystems

*Learning Outcome 3.1.3.*

Differentiate the terms food chain and food web.(k)

*Item*

**How does a food chain differ from a food web?**

*Learning Outcome 3.4.2.*

Anticipate actions needed to help ameliorate an environmental risk. (I)

*Item*

**Carefully read the case study Protecting the Netherlands. What general lesson can both sides of any environmental issue learn from the experience of the Delta Works Project?**

Unit 4: Resources on the Land

*Learning Outcome 4.2.1*

Differentiate among the terms accumulation of humus, capillary action, eluviation, and leaching .  
(k)

*Item*

**Which term refers to the washing of minute particles of solid materials down through the soil?**

- (A) accumulation of humus
- (B) capillary action
- (C) eluviation
- (D) leaching

*Learning Outcome 4.5.1*

Analyze a non-traditional farming system for its inputs, processes, and outputs. (a)

*Item*

**After you have read the following pie diagram and related information about activities on an extensive wheat-sheep farming operation in Australia, answer the question that follows.  
(Insert diagram here)**

How are the farming processes affected by climatic conditions?.

Unit 5: Resources in the Oceans

*Learning Outcome 5.1.4*

Arrive at patterns in the distribution of proven oil and gas reserves. (a)

*Item*

**According to the table below, which region had the largest oil surplus in 1997?**

<b>Region</b>	<b>% of World Oil Demand (1997)</b>	<b>% of World Needs Supplied (1997)</b>
North America	27	14
Europe	19	9
Pacific	9	1
Russia	6	10
Southeast Asia	17	7
Latin America	8	9
Africa	3	4
Middle East	6	29
Other	5	1
Total	100	100

- (A) Africa
- (B) Russia
- (C) Middle East
- (D) Southeast Asia

*Learning Outcome 5.4.2*

Explain the relationship between the location of fishing grounds and the location of continental shelves. (k)

*Item*

**Why is the continental shelf off the coast of Newfoundland a natural fish habitat?**

Unit 6: Manufacturing and Service Activities

*Learning Outcome 6.2.1*

Analyze a manufacturing operation to determine if it is labour-intensive or capital-intensive. (a)

*Item*

**Which manufacturing situation may be best classified as a capital-intensive operation?**

<b>Industry</b>	<b>Units of Labour</b>	<b>Units of Capital</b>
1	5	20
2	5	15
3	15	5
4	20	5

- (A) 1
- (B) 2
- (C) 3
- (D) 4

*Learning Outcome 6.3.9*

Examine patterns in the distribution of highly industrialized areas on the earth's surface. (a)

*Item*

**According to the map below, which region is most industrialized?  
(See Figure 136., page 223 of student text)**

- (A) Africa
- (B) Asia
- (C) Europe
- (D) South America

Unit 7: Spatial Linkages

*Learning Outcome 7.3.3*

Compare network efficiencies. (a)

*Item*

**According to the chart below, which node is most accessible to the remaining three nodes?**

Accessibility in terms of physical distance				
Node	W	X	Y	Z
W	--	3	6	9
X	3	--	8	10
Y	6	8	--	12
Z	9	10	12	--

- (A) W
- (B) X
- (C) Y
- (D) Z

*Learning Outcome 7.7.1*

Describe how a selected innovation has improved transferability. (k)

*Item*

**How has the emergence of information technologies affected the location of the workplace in the tertiary and quaternary sectors?**

Unit 8: Population

*Learning Outcome 8.3.4*

Examine the relationship between birth rate and death rate to determine the natural change in population. (a)

*Item*

**What population change occurs in a country where there were 105 250 live births and 102 450 deaths?**

- (A) actual change
- (B) natural decrease
- (C) natural increase
- (D) stable population growth

*Learning Outcome 8.5.4*

Reflect upon issues related to immigration. (I)

*Item*

**What is your position on the following statement? Explain your position.**

*Canada should reduce the number of immigrants entering Canada in order to preserve our culture and traditions.*

Unit 9: Settlement and Urbanization

*Learning Outcome 9.2.3*

Examine how selected factors, such as physical factors and transportation links, account for the shape of selected settlements. (a)

*Item*

**The diagram below illustrates the site for a settlement. What factors affected the morphology of the settlement?**

**(Insert diagram here)**

*Learning Outcome 9.5.3*

Describe spatial patterns in urban growth from analysis of statistics and visual representations. (a)

*Item*

Examine the two tables below and answer the questions that follow:

Table 1		Percentage Urban			
		1950	1975	2000	2030
	World	29.7	37.9	47.0	60.3
	Developed Regions	54.9	70.0	76.0	83.5
	Developing Regions	17.8	26.8	39.9	56.2

  

Table 2		Percentage Urban			
		1950	1975	2000	2030
	North America	64	74	77	84
	Latin America and Carribean	41	61	75	83
	Europe	52	67	75	83
	Oceania	62	72	70	74
	Africa	15	25	38	55
	Asia	17	25	37	53

- (A) Table 1 reveals a trend in the rate of urbanization on a global scale from 1950 to 2030 (projected). Describe what this trend is.
- (B) According to Table 2, what two regions contributed most to this trend in urbanization? Cite evidence in your answer.

## Unit 10: Global Economic Disparities

### *Learning Outcome 10.2.5*

Analyze spatial patterns in the distribution of countries classified as developing or developed. (a)

*Item*

**The level of GNP per capita is an indicator used to identify less developed countries. Examine the map below and describe the distribution of less developed countries on the earth's surface.**

**(Insert diagram here)**

### *Learning Outcome 10.4.3.*

Examine how selected intervening obstacles, such as high illiteracy rates, poor sanitation, and infectious diseases, affect economic development. (a)

*Item*

**Read the article below and answer the questions that follow.**

## **The stuff of life**

~~~~~

**ANDERS WIJKMAN** calls for a global partnership to turn tackling the world water crisis into a basis for sustainable development

~~~~~

Record world consumption has caused a serious pollution of water, both fresh and salt, and over-exploited groundwater resources. Both the scarcity of water and its poor quality present a host of acute risks to humanity and the environment. They threaten health, social and economic well-being, food security and biodiversity - not to speak of economic development itself. And, besides all this, they heighten tensions and conflicts both within and between countries.

### **Eliminating poverty**

All possible attention must be focused on the role that water can have in eliminating poverty. Access to safe fresh water for households, farming and small-scale industrial activities improves living standards and can significantly increase opportunities for the poor to increase their incomes.

Water can also generate employment and sustainable livelihoods. Sixty per cent of the world's people directly depend on the coastal and ocean environment as a source of income from such activities as fishing, shipping and tourism; livelihoods will be promoted if these are managed properly. Rationally allocating water - which is so important in agriculture and many other trades - will help provide opportunities for productive employment. Jobs can also be created in constructing, operating and maintaining the water distribution infrastructure.

Women and young girls in the rural areas of developing countries spend as many as five hours a day fetching water from distant sources, several studies show. Bringing water closer to their homes would free time for them to generate more income. It would also have tremendous benefits for health.

Urbanization presents an immediate challenge for managing water, just as it does for energy and waste. The growth in urban populations predicted for the coming two decades will bring an unparalleled demand for new infrastructure. By the end of this century, some 22 cities worldwide will have 10 million or more inhabitants: 18 of these will be in the developing world. There is already a large unmet demand for household water, and serving these dense population centres will often require more water, capital, and energy than is available or affordable.

## **Integrating management**

Providing water supply and sanitation services is no longer merely an engineering issue, but has to combine technology, design and construction with wise water resources management. To help do this, the demand for water has to be tightly controlled and at the same time, the supply of water has to be increased.

Water management has to be closely integrated with land management if other critical problems are to be tackled. Ecosystems must be protected if the quality of groundwater and surface water is to be maintained. Otherwise, the fertility of the soil will be adversely affected and agricultural production reduced.

Meanwhile, discharging industrial and urban waste waters into the sea, poor land-use practices, transporting hazardous substances and over-exploiting marine resources all threaten food security, fisheries and tourism.

Water and sustainable development are therefore inextricably linked. Unless there are adequate supplies of water, and unless they are soundly managed, socio-economic development simply cannot take place. Indeed, there is a strong case that water is at the heart of some of the most important tasks now facing development.

First, the Earth's poorest billion people must have access to adequate water and sanitation services. Second, the trend toward degradation of the planet's finite freshwater and marine water resources must be reversed. And, third, processes and policies for sustainable use, management and conservation must be put in place to protect freshwater, marine and coastal systems for future generations.

Many efforts are under way to strengthen national capacities so as to manage water resources in a sustainable, integrated way. The United Nations Development Programme (UNDP) has supported programmes and projects related to water resources development, use and management for over 30 years, spending over \$1 billion and raising substantial additional funding.

In doing this, we hope to make a substantial contribution to turning the idea of sustainable human development into a reality for tens, perhaps, hundreds of millions of people.

*Anders Wijkman - a former Swedish member of parliament and a member of the Club of Rome - is Assistant Administrator of the United Nations Development Programme and Director of UNDP's Bureau for Policy and Programme Support.*

Source: Adapted from [www.ourplanet.com](http://www.ourplanet.com)

- (A) How does the article help you to understand the following statement?

*A supply of safe water is important part of economic development.*

- (B) Does this article support the view that ensuring an adequate supply of water will be a simple task? Explain.

### **Task Words for World Geography 3202 Public Examination**

Some students write inadequate responses in examinations because they are unable to interpret the nature of the task expected of them. They may write a response according to what they think the question is rather than the one that is actually intended by the item writer. The difficulty may result from an incorrect interpretation of the task word used in the item. To help remedy this problem, the following task words are provided below. It should be noted that these words are arranged from the simple to the complex.

#### List

This verb merely requires the identification, cataloguing, or naming of elements in a concept; for example, name the parts of a volcano. No explanation or description is necessary. Similar verbs include name, identify, label.

#### State

This verb requires a short statement of a definition, principle, concept or relationship. For example, state the relationship between elevation and temperature.

#### Illustrate

This verb is asking for the use of specific examples to clarify a point or idea. For example, “Illustrate how animals are affected by climatic conditions.” A similar verb is show.

#### Outline

Students are expected to give the framework of the main features of a thing, idea, or event. For example, “Outline the essential elements involved in any decision to migrate.”

#### Contrast

This verb asks for an account of the differences between two items, phenomena, ideas, or principles.

## Compare

This verb requires an account of the similarities and differences between two items, phenomena, ideas, or principles. In responding to this task, students often give the similarities and not the differences; and/or provide two definitions.

## Describe

This verb requires a factual account of the distinctive features of an item or phenomena; no explanation is necessary. Usually the aspects to be described are specified. For example, “Describe the relationship between the population structures and level of economic development.” “In the following graph, describe the trend in population growth in Britain over the past 100 years.”

## Explain

This verb asks an account of the make-up of something; how something works; or why something is the way it is. For example, “Explain why there is a high rate of urbanization in the developing world.” Similar verb phrases include “Give reasons for ...”, “Account for ....”

## Assess

This verb requires an examination of the value or validity of something according to some criteria; it involves making an informed judgement. This process may involve weighing the merit of two different points of view. Students could be asked, for example, to assess arguments for and against the use of child labour in factories in the developing world.

## Support

In response to this verb, students are expected to defend a particular point of view with a well-reasoned argument with evidence and examples.

## **RESOURCES**

Division of Evaluation, Testing and Certification. Public Examination Handbook B High School Certification. Department of Education, Government of Newfoundland and Labrador, 2001.

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Joint Advisory Committee. Principals for Fair Assessment Practices for Education in Canada. Edmonton: Centre for Research in Applied Measurement and Evaluation, 1993.