

Abstract

Title: Analysis of teaching geography in upper secondary educational level in Germany

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This thesis contains an analysis of the conception of geographical education on ISCED level 3 in Germany. It aims to answer the following basic conceptual questions: Under which conditions is geography being taught? In what manner is geography being taught? What are the expected effects of geographical education on the pupils?

During the discussion of conditions, the current status of geography as a teaching subject is presented and the possibilities for cross-curricular collaboration are pointed out. Emphasis is placed on the analysis of form and content, learning objectives/goals and creation of geographical skills. Another part of the thesis is the description of the process and methods used to evaluate the gained geographical knowledge of pupils. The basic method for obtaining relevant data is content analysis of the curricula of the federal states of Germany, resulting in a set of complete record sheets.

Based on the chosen method of data collection and analysis, I got all the answers to the three basic conceptual questions and compare the resulting data to Czech educational concepts.

Keywords:

geographical education, school system in Germany, curricular documents, content analysis