

Abstract

The main aim of this thesis is to analyse the extent of the acquired map skills of pupils in Slovak primary and secondary schools in three age categories (11, 15 and 18 years old); and then to compare the results with similar research conducted in the Czechia. The individual characteristics such as age, gender, and mark are taken into account whilst evaluating the results. These affected the overall performance of students in the test of their map skills.

The thesis is firstly describing theoretical views of skills and then describes specific pupils' map skills. Then it characterizes curricular documents of Slovakia and compares them with curricular documents of the Czechia. Furthermore, it also concentrates on results of content analysis of map skills contained in the Slovak and Czech curricular documents, embodiments Hanus (2012). The following section specifies the didactic test of map skills and is dedicated to the analysis of respondents. The research part of the thesis has research sample which is evaluated from a number of indicators such as gender, age, grade, popularity of the subject of Geography, and the type of school attended. The practical part describes the use of a statistical model to verify the data collected. Moreover, it also interprets the results and compares the results from the Czechia.

The test results have shown that the map skills are developing with age. There is also evidence that requirements of map skills for pupils at the age of 11 in the curricular documents are underestimated as they can successfully address the tasks assigned to 15 year olds. Nevertheless, this thesis showed similar results as in Czechia in terms of that pupils in neither of the age groups do not have complete map skills which are strictly defined by their curricular documents. Furthermore, it also showed a strong influence of gender on success in tests as boys were more successful than girls in most cases. Comparing results to Czechia, it also showed that Czech pupils did statistically significantly better in all parts of the test than the Slovak pupils. However, if one would take into account grades; which are considered a significant factor in both countries; they did not show to be statistically significant indicator, and so it can be concluded that pupils achieving grades A in both countries solved the test with same success.

Keywords: geography, geographical education, map skills, test, curricular documents, skill, map, educational level,