

Assessment Prep with Kognity

IBDP Geography

What is this guide for?

This guide is designed to help you make the most out of Kognity as a tool to prepare students for success both in formative assessments and IBDP exam preparation.

How does Kognity help with assessment preparation for IBDP Geography?

According to [John Hattie](#), Professor of Education and Director of the Melbourne Educational Research Institute at the University of Melbourne, Australia, feedback is an important driver for improving teaching and learning. Formative assessments play a large role in consistent feedback throughout the year as students prepare for their IBDP exams. Kognity provides efficient tools for immediate feedback to both the student and teacher.

“

***Think of feedback
as received,
not given.***

”

- John Hattie

For students:

Students can test their problem solving, interpretation and analysis skills in Geography through completing worked examples and receiving immediate feedback on their responses. In addition, at the end of each section, students can complete section questions that are auto-graded, allowing them to receive feedback right away on their progress.



For teachers:

Teachers get immediate feedback on their students' progress through the performance overview dashboard, located on the statistics page. Here, teachers can view a visual representation of student quiz and assignment scores. Teachers can then easily identify those students who need help, which makes intervention fast and efficient.



Below you will find some ways teachers can use Kognity's resources to successfully prepare their students for IBDP Geography assessment components. Click on each picture to explore more in Kognity Geography!

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Revision Quizzes

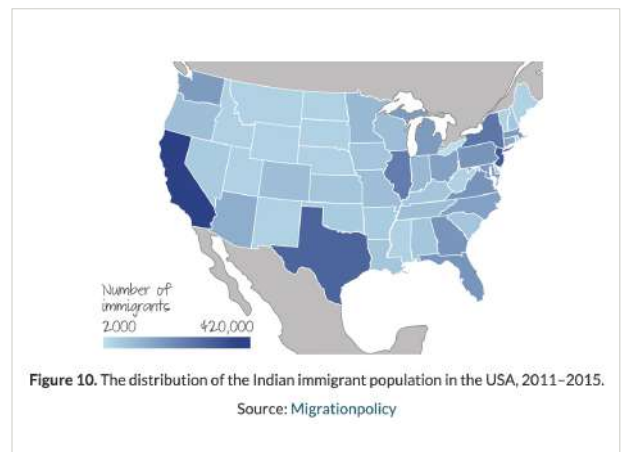
There are different ways to review with students using Kognity.

- **Question Assignments:** Teachers can create revision quiz questions or use existing questions from the question bank. All question assignments are auto-graded, so students and teachers can immediately receive the results. Teachers can then revise any common mistakes before starting to teach new content.
- **Student led revision game show:** Students can create a quiz based on the Essential Knowledge from any topic. The quiz can be played like the TV Show “Who wants to be a millionaire?” The students host the quiz and must have the correct answers. To come up with the questions, students can use the checklist at the end of each section, or the strength questions at the end of the unit in the book.

IBDP Geography HL - All				
272 questions				Add question
<input type="checkbox"/>	Sent	Question	Topic	Type
<input type="checkbox"/>		Which of the following statements is NOT correct?	2 areas	☰
<input type="checkbox"/>		The _____ data contained in some e-passports includes fingerprint and iris scanning.	2 areas	☰

Video creation as Revision tool

Students create a video that explains a concept or topic in Geography, intended for a younger audience. They can use diagrams and cartoons to include in the video, along with a voice over. Each video gets feedback from the teacher and students. The Geography book has excellent diagrams and other visual resources to aid students in creating their videos.



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Infographics as a Revision Tool

Students can practise creating infographics using Kognity's content sections and visual resources as examples. This is great preparation for Paper 2. Below is a sample activity teachers can use in their revision:

Task: Examine the role that corporations have in facilitating the SDG's. In groups of 4, students must produce an infographic based on the actions of one of the following in developing corporate responsibility:

- a. Banks
- b. Car Manufacturers
- c. Digital hardware manufacturers
- d. Social Media groups
- e. Insurance Companies
- f. Energy providers

Students should use Kognity's section 2.3.7 on Climate Change (in particular, the link to a YouTube video about Corporate Responsibility).

The infographics can be shared in a google drive folder that students have access to. Teachers and class must rate the infographics on the following:

- a. The clarity of data presentation
- b. The validity of data presented
- c. The visual effectiveness and design



How does Kognity help with formative assessments?

Exit Tickets

Exit tickets are a great type of formative assessment. At the end of class, students respond to a series of questions pertaining to the lesson to consolidate their knowledge and understanding. At the end of every Geography section are *section questions*, which teachers can set at the conclusion of the lesson. These questions are auto-graded, so both the students and the teacher get the results immediately.

Section questions

Name the GHG with the second longest atmospheric lifetime.

Answer

Type your answer

+ Report feedback or error

Submit answer

Notebook and Checklists

Kognity's notebook feature allows students to make their own notes and print out if necessary for consolidation. Students can use the notebook feature when they are performing self-assessment of knowledge and understanding at the end of each chapter with the checklists.

What you should know

By the end of the **Subtopic 3.1 - Global trends in consumption** you should be able to:

Demonstrate knowledge and understanding of:

- Global and regional trends in poverty and poverty reduction.
- The growth of the global middle class.
- The changes in resources consumption and how that is reflected in individual, national and global ecological footprints.
- The global patterns and trends in the availability of water, food and energy.
- The concept of embedded water.
- The impact of changing diets in the MICs.
- Changes in the relative importance of renewable and non-renewable energy supplies.

Application, analysis, synthesis and evaluation of knowledge and understanding:

- Examine how global poverty has been tackled under SDG Goal 1.
- Examine the relationship between the EF and resource consumption (food, water and energy).
- Demonstrate the interrelationship between poverty and resource availability (food, water and energy).
- Evaluate the EF as a means of measuring resource consumption on a global scale.
- Identify patterns in resource consumption and EF.

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Internal Assessment

To ensure IA success, teachers must spend time introducing and explaining the IA criteria. An incredibly useful tool for students is topic 7 (Internal Assessment). Students are taken step by step through the criteria, and how to reach the highest marks in each mark band with clear and detailed examples. It's a great resource for both teachers and students to understand the requirement for the IA, and achieve excellent marks. Below are some specific ways Kognity supports students in different IA criteria.

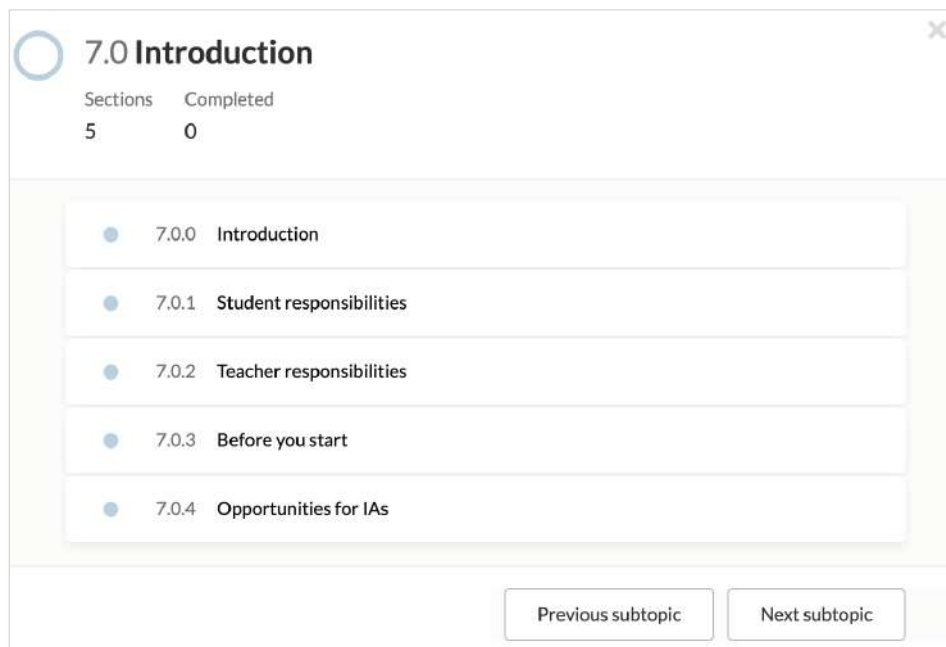
[Section 7.0, introduction to fieldwork](#), gives you an introduction on how to carry out fieldwork. The **YouTube video** in this section is particularly helpful for those at the very beginning of their fieldwork investigation:

- a. Start off with an inquiry question that needs to be investigated.
- b. Consider how you are going to collect evidence to answer your question.
- c. Safety considerations are crucial while collecting data.
- d. Analyse your data and draw some conclusions about it.
- e. Evaluate the limitations and successes of your work



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The introductory section also gives you some ideas about possible inquiry questions that could be investigated and their relationship to sections of the Geography guide. Importantly it also shows the marks and structure required for the report. The roles of the teacher and student are clearly and simply defined in the Introductory section. Issues relating to academic honesty are also spelled out. Helpfully there is also a flow chart included in the introductory section indicating the sequence in which the field work should be carried out.



2. Each section of the fieldwork report is outlined in a separate section (sections [7.1.1](#) to [7.1.6](#))

There is a possible student example for each part of the report and possible teacher feedback on that. This is very helpful if you have never done IBDP Geography Fieldwork.



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Paper 2

Kognity's textbook has excellent qualities to help students prepare for the core paper 2:

Kognity provides some sample exam questions for students to practice with. Teachers can assign these exam style questions as homework or in class work.

1. Changing population		4 questions
Question 1.1	Paper 2	10 marks
Question 1.2	Paper 2	10 marks
Question 1.3	Paper 2	10 marks
Question 1.4	Paper 2	10 marks

Exam tips are embedded in the text which give students insights into what might be examined in the exam and things to be wary about.

Question preview

7 of 12 Paper: 2 Marks: 10

⚠ Be aware
This question requires knowledge from Topics 1-3.

'Effective responses to global climate change are associated with national governments.' Discuss this statement using examples that you have studied. (10 marks)

💡 Exam Tip
It is important to include a thesis statement for extended answer questions, especially when a Section C question on Paper 2 includes a debatable statement with command terms such as 'Discuss' or 'To what extent'. It provides the essay with a foundation on which to build an argument with opposing perspectives.

Add Question < Previous question Next question >

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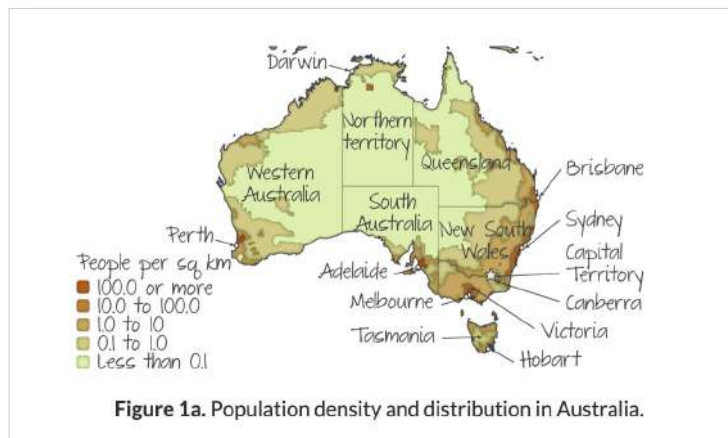
The book provides definitions of key terms for each of the core units.(e.g. Climate forcing: a factor that drives climate change) *that can be found in section 2.16 on changes in albedo*



Definition

Climate forcing: a factor that drives climate change.

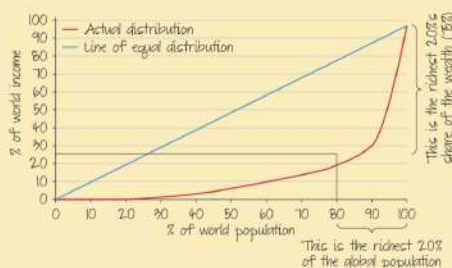
Kognity provides detailed contemporary case studies on each unit. Population distribution in Australia, found in section 1.17 is a good example.



The book provides many opportunities for students to familiarise themselves with key skills such as graph interpretation.(e.g Lorenz Curve) found in section 1.1.5

Exam tip

The Lorenz curve is used to show inequitable distribution of two factors (usually wealth and population). You must know how to interpret these graphs. The important point is that the closer the curve is to the 45° line the more equal the distribution of wealth. The further that the curve sags below the 45° line, the more unequal the distribution.



Kognity helps students to prepare to answer data response questions on trends and patterns by explaining both. A good example is *global trends in ecological footprints* which can be found in section [3.1.3](#).

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Paper 3

Students find writing essays in paper 3 the most challenging part of the exams. Kognity provides some exemplars of exam questions for both 12 and 16 mark questions.

4. Power, places and networks		6 questions
Question 4.1	Paper 3 12 marks	
Question 4.2	Paper 3 12 marks	
Question 4.3	Paper 3 12 marks	
Question 4.4	Paper 3 16 marks	
Question 4.5	Paper 3 16 marks	
Question 4.6	Paper 3 16 marks	

Exam tips (e.g. IB geography examiners encourage candidates to show that they are well informed and aware of present-day events. You can use up-to-date examples in your introductory sentences to extended answer questions even if you have insufficient details to develop the examples into full case studies).

Exam tip

When analysing graphs make sure that you understand the scales on the axes. Are they linear or logarithmic? Do they show totals, rates, absolute values or deviations from a long-term average or base level?

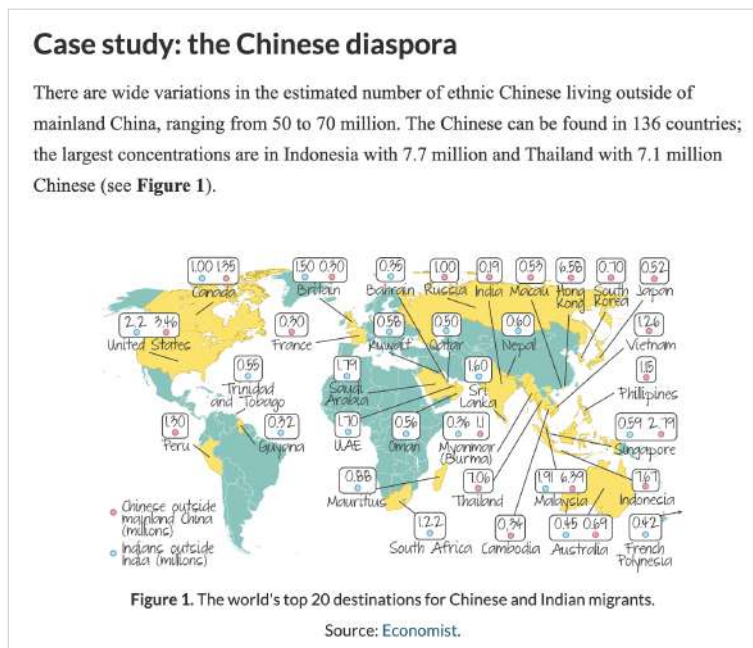
Definitions of key terms (e.g Cultural imperialism: the practice of promoting the culture of one nation in another) *to be found in section 5.2.2*

Definition

Cultural imperialism: the practice of promoting the culture of one nation in another.

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Detailed contemporary Case Studies (e.g. diasporas of Chinese communities) to be found in section 5.2.6. The best case studies are recent but old enough to have been comprehensively analysed. An example might consist of a sentence or two, whereas a case study would require several paragraphs to achieve the necessary depth of treatment.



Concepts that underpin the course need to be understood and practically applied, particularly in the paper 3 part of the exams. Kognity has concept boxes embedded throughout the text.

Concept

Bangladesh has to adapt to the effects of global climate change. Despite its vulnerabilities in terms of the physical geography of the country and the density of its population, there are **possibilities**. National initiatives such as raising homes will enable people to live in areas suffering from sea-level rise, whilst resources from external governments and non-governmental organisations will assist with the funding of other schemes to protect both the natural and human environment. This presents the following questions:

1. To what extent does Bangladesh have the ability to cope or will it always rely on external, **powerful** organisations in order to adapt?
2. Do HICs have a responsibility to ensure that Bangladesh is able to adapt?
3. What is the most appropriate aid to make the most **powerful** impact on the people of Bangladesh?