

Geography

1. Our Expectations

Students need to be curious and studious. They will develop an understanding of concepts, which allows them to make connections throughout their learning. They are expected to develop inquiring skill in a geographical manner and understand the concepts which facilitate transdisciplinary and disciplinary skills. Students will develop values and attitudes supportive of actions which will create and maintain a sustainable environment. They are expected to cultivate a sense of belonging to our society, nation and earth that will lead to international-mindedness.

2. Curriculum Framework

Form 1:

Course outline:				
Teaching order	Term	Textbook	Unit	Explanation
1	1	Section 7*	3	To explore the issue of global warming
2	1	Section 1**	1	To have basic concepts of maps and plans
3	1	Section 1	2	To tell a location by grid lines
4	1	Section 1	3	To tell directions
5	1	Section 1	4	To tell a location on earth
6	2	Section 1	5	To interpret scales
7	2	Section 1	6	To plan a route
8	2	Section 7	1	To explore the importance of weather to us
9	2	Section 7	2	To investigate the characteristics of our climate

* Section 7: Weather and Climate – Do They Matter?

** Section 1: How Do We Know Where We Are?

Form 3:

Course outline:				
Teaching order	Term	Textbook	Unit	Explanation
1	1	Section 11*	1	• To have basic concept of the structure of the earth

				<ul style="list-style-type: none"> To locate the major unstable zones and plates To explore the causes of earthquakes and volcanic eruptions To acquire the map skills on drawing cross-sections and working out vertical exaggeration of a cross-section
2	1	Section 11	2	<ul style="list-style-type: none"> To understand the effects of earthquakes and volcanic eruptions To identify the factors affecting the losses and damage level of tectonic hazards
3	1	Section 11	3	<ul style="list-style-type: none"> To understand the reasons of people living in unstable areas and the benefits of earth movement To suggests measures to minimize the negative impacts of tectonic hazards
4	2	Section 14*	1	<ul style="list-style-type: none"> To describe the characteristics of tropical rainforests To locate major tropical rainforests
5	2	Section 14	2	<ul style="list-style-type: none"> To investigate the rate of deforestation and the causes of deforestation
6	2	Section 14	3	<ul style="list-style-type: none"> To understand the benefits of tropical rainforests To explore the harmful effects of deforestation
7	2	Section 14	4	<ul style="list-style-type: none"> To suggests measures to stop deforestation and save rainforests To understand the importance of sustainable development of tropical rainforests

Textbook : Issue-Enquiry Series Aristo Educational Press Ltd.

* Section 11: Unstable Earth

**Section 14: Saving Our Rainforests

Form 4

Course outline:				
Teaching order	Term	Textbook *	Theme	Explanation

1	1	Part 1	Plate tectonic theories	<ul style="list-style-type: none"> • To acquire concepts of plate tectonic theories • To acquire concepts of major internal forces and processes, and the resulting landforms • To explore the causes and impact of hazards • To suggest the solutions to minimize the impacts of tectonic hazards • To understand the interrelationships between the nature and human.
2	2	Part 8	Landscape in Hong Kong	<ul style="list-style-type: none"> • To acquire the concept how do internal and external forces shape the landscape of Hong Kong • To identify the types and distribution of rocks in Hong Kong • To explore how is the natural landscape of Hong Kong shaped and modified by human activity • To explore how do people manage geological resources in Hong Kong • To explore how does Hong Kong cope with landslides
3	2	Part 4	Sustainable development	<ul style="list-style-type: none"> • To investigate the changes of internal structure and urban areas of Hong Kong • To explore causes and impact of urbanization and suburbanization • To investigate urban problems and relative solutions • To investigate the costs of developing Hong Kong into a sustainable city

*Textbook: Senior Secondary Exploring Geography, Oxford University Press

- Book 1: Part 1 Opportunities and risks—Is it rational to live in hazard-prone areas?

- Book 2: Part 4 Building a sustainable city—Are environmental conservation and urban development mutually exclusive?

- Book 4: Part 8 Dynamic Earth: The building of Hong Kong

Form 5

Course outline:				
Teaching order	Term	Textbook *	Theme	Explanation
1	1	Part 7	Global Warming	<ul style="list-style-type: none"> To investigate the issue of global warming
2	1	Part 9	Weather and Climate	<ul style="list-style-type: none"> To acquire the concepts of climatic elements and explore the extreme weather conditions
3	2	Book 1	Map skills	<ul style="list-style-type: none"> To acquire the map-reading skills in conventional signs, grid reference, scale, measurement of distance and area, directions, contour lines and relief features, cross-sections, vertical exaggeration and gradient.
4	2	Part 2	External force and coastal environment	<ul style="list-style-type: none"> To acquire the concept of water cycle, features and map skills of drainage basin To understand the concepts of fluvial and coastal processes and explore how do these processes shape the land To investigate how can human activity influence and alter river and coastal environments To acquire the map skills in drawing a long profile of river

*Textbook: Senior Secondary Exploring Geography, Oxford University Press

- Book 1: Part 2 Managing river and coastal environments: A continuing challenge
- Book 1: Geographical Skills
- Book 3: Part 7 Global Warming – Are humans responsible?
- Book 5: Part 9 Weather and Climate

Form 6:

Course outline:				
Teaching	Term	Textbook	Unit	Explanation

order				
1	1	School-based notes	Plate tectonic theories	<ul style="list-style-type: none"> To have concepts of plate tectonic theories To explore the causes and impact of hazards To tell the solutions to hazards
2	1	School-Based notes	Drainage system	<ul style="list-style-type: none"> To understand of weathering, channel and slope subsystems and water cycle
3	2	School-Based notes	Agricultural system	<ul style="list-style-type: none"> To investigate agricultural in systems, theoretical and regional approach To explore the nature, magnitude and frequency, effects and solutions of farming hazards To explore the impact of urbanization and industrialization on agriculture
4	2	School-Based notes	Urbanization and industrialization	<ul style="list-style-type: none"> To have concepts of spatial patterns in urban landscapes To explore different kinds of industries and relative locational factors To understand causes and impact of urbanization and industrialization To investigate urban problems and relative solutions

Form 7:

Course outline:				
Teaching order	Term	Textbook	Unit	Explanation
1	1	School-based notes	Biotic system	<ul style="list-style-type: none"> To explore ecosystem, soil, vegetation and biomes
2	1	School-Based notes	Man-land relationships	<ul style="list-style-type: none"> To understand man-land relationships within tropical rainforest and desert
3	1	School-Based	Climatic systems	<ul style="list-style-type: none"> To understand energy balance in the atmosphere

		notes		<ul style="list-style-type: none"> To explore atmospheric moisture and air circulation
4	2	School-Based notes	Revision and Mock examination	<ul style="list-style-type: none"> To revise all key points of each topic.

3. Language Policy:

English is adopted as the medium of instruction.

4. Learning Outcomes

Form 1:

Students will be able to use maps, plans, conventional signs and atlas appropriately. They will also demonstrate their skills in measuring distance, using grid square and grid reference, compass points, whole circle bearing and reduced bearing to tell location and direction. They will be equipped with the skills in drawing plans and sketch maps.

On the other hand, students will have better understanding in some basic concepts about weather. They will then demonstrate their understanding about the relationship between weather and climate and our lives. Student will be able to address the issue of global warming and take appropriate actions in response to the impact of the changes of weather and climate.

Form 3:

By the end of the course, students are expected to become geographically informed and inquisitive, and be capable of demonstrating the following:

- a. an understanding of plate tectonic theory and tectonic hazards;
- b. an understanding of the characteristics and importance of tropical rainforests;
- c. an skills in locating the distribution of volcanoes and earthquakes to plate boundaries using map overlays and drawing cross-section of a volcano from contour map and calculating vertical exaggeration;
- d. an skills in locating the distribution of tropical rainforests and interpreting climatic graphs;
- e. an awareness of the interdependence between human beings and the natural environment; environmental limitations and problems;
- f. an ability to identify with the effects of value judgment on decision-making;
- g. an appreciation the power of the natural environment;

Form 4 – 5 [NSS]:

By the end of the course, students are expected to become geographically informed and inquisitive, and be capable of demonstrating the following:

- a. an understanding of how natural environments influence human activities, and how human activities alter natural environments;
- b. an ability to describe the major characteristics of the chosen places and environments and to explain how these characteristics are created by the interactions within and between a range of physical and human processes;
- c. an ability to describe how the interactions within and between physical and human processes create geographical patterns of different scales and lead to changes in places and environments over space and time;
- d. an ability to understand and critically evaluate the concept of regional identity;
- e. an understanding of “sustainable development”;
- f. an ability to recognise the role of perceptions, values and attitudes in decision-making about places and environments, and to use this understanding to explain the resulting changes;
- g. an ability to recognise how conflicting demands on the environment may arise and evaluate the different strategies for managing the environment;
- h. an ability to appreciate the increasing global interdependency in influencing their lives, their nation and the environment;
- i. an ability to identify geographical questions and issues and develop a logical sequence of enquiry based on their knowledge and understanding of Geography; and
- j. an ability to select and use appropriate geographical and generic skills for investigating geographical questions and issues, to present and interpret their findings in an effective way, and to draw conclusions based on evidence.

Form 6 – 7:

A. KNOWLEDGE

Students will acquire the knowledge of people-environment systems in natural, agricultural, urban and industrial landscapes, developed through

an understanding

- (a) of distinctive landscapes using examples selected (where possible) from Asia and other suitable areas outside Asia.
- (b) of the principal components of these systems.
- (c) of the interaction between people and their environment in a variety of landscapes.
- (d) of the role of people's perception of their environment, and the choices and decisions they make as a result of this perception in creating distinctive landscapes.
- (e) that people are a part of a system comprising physical, biological and socio-cultural environments.
- (b) that people's place in the system enables them to alter the interrelationships : the nature and magnitude of the changes are often a result of people's decisions and activities.

B. COMPREHENSION and APPLICATION

Students should be able to do COMPREHENSION and APPLICATION of the following principles:

- (a) that physical and cultural elements of a landscape may be organized or grouped into natural and cultural units and regions.
- (b) that units and regions may possess closely similar or highly dissimilar characteristics, and that change in character from one unit or region to another may be abrupt or gradual.
- (c) that modifications of spatial characteristics are continually occurring.
- (d) that contrasting interactions of processes may be revealed at given points in time.

C. ORGANIZATION

Students will be equipped with the ability to use relevant facts in order to show comprehension, application, analysis and synthesis of the following ORGANIZING CONCEPTS:

- (a) landscape
- (b) system
- (c) people-environment system

D. EVALUATION

Students should be capable of doing evaluation of central questions in geographical study. Geography is defined not so much by its boundaries or

by its objects of study but by the questions which it asks. Key questions in geography include those relating to spatial location and to the concepts outlined above. The ability to make judgments about the value or adequacy of various materials and methods used in the solution of geographical problems is required. The ability to assess the standards of appraisal used to judge the effectiveness of these solutions is also needed.

E. TECHNIQUES AND SKILLS

Students will show competency in the following techniques and skills are expected, namely the ability to

- (a) extract information from varying data sources;
- (b) identify the main components and linkages of the system present;
- (c) draw explanatory inferences in the context of the geographical concepts they have learnt.

F. VALUES

Students should be

- (a) aware not only of the particular geographical problems of Hong Kong, but also be able to identify and examine similar problems in other parts of the world.
- (b) committed to a balanced appreciation of problems not commonly found in Hong Kong.
- (c) aware of and committed to the need to maintain and improve the quality of people-environment systems in Hong Kong and elsewhere.
- (d) aware of the interdependence of communities throughout the world, and value the need for international co-operation and good will.
- (e) aware of the value of the special contribution which geographers make to the solution of people-environment problems.

5. Learning Strategy

Students are required to write down main ideas, important points, an outline or a summary of a topic. Furthermore, in order to help students to learn actively, they need to participate in different activities, such as video show, drawing, experiments, group discussions, projects, visits and maybe field studies. Quizzes and tests will be used to help students to consolidate their learning.

6. Subject Characteristics

Geography is the study of the Earth and its lands, features, inhabitants, and phenomena. It seeks to understand the Earth and all of its human and natural complexities—not merely where objects are, but how they have changed and come to be. In form one level, not only basic geographical knowledge, but also map reading skills and the relationship between human and atmospheric condition are introduced.

7. Teaching Staff:

Ms. LI In Fan

Mr. YIU Kam Ho

8. Appendices:

Form 1:

Useful links:	
Map skills:	http://www.compassdude.com/
Map:	http://www.centamap.com/gc/home.aspx http://www.ypmap.com/en/viewer.asp?mapService=LocationMap
Weather and climate:	http://www.hko.gov.hk/
Global warming:	http://epa.gov/climatechange/kids/index.html

Reference books:	Publisher
Mini School Atlas (2009 Fourth Edition)	Ling Kee

Vocabulary:			
How Do We Know Where We Are?			
Unit 1		Unit 4	
Map	地圖	Longitudes	經線
Plan	平面圖	Latitudes	緯線
Aerial photo	航空照片	Prime Meridian	本初子午線
Symbol	符號	Atlas	地圖集
Topographic map	地形圖		
Conventional sign	慣用符號		
Unit 2		Unit 5	
Grid line	格網線	Scale	比例

Grid square	格網方格	Small-scale map	小比例地圖
Eastings	東行線	Large scale map	大比例地圖
Northings	北行線	Representative fraction	分數比例尺
Grid reference	格網座標	Linear scale	直線比例尺
		Statement scale	說明比例尺
Unit 3		Unit 6	
Compass point	羅盤方位	Sketch map	略圖
Cardinal point	基點		
Whole circle bearing	方位角		
Reduced bearing	象限角		

Weather and Climate – Do They Matter?			
Unit 1		Unit 2	
Weather	天氣	Climate	氣候
Atmosphere	大氣圈	Onshore wind	向岸風
Humidity	濕度	Offshore wind	離岸風
Wind	風	Annual range of temperature	年溫差
Precipitation	降水	Unit 3	
Isobar	等壓線	Global warming	全球增溫
Fog	霧	The greenhouse effect	溫室效應
Monsoon	季候風	Greenhouse gases	溫室氣體

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Symbol	符號	Atlas	地圖集
Topographic map	地形圖		
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Cardinal point	基點		
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Weather and Climate – Do They Matter?			
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Atmosphere	大氣圈	Onshore wind	向岸風
Humidity	濕度	Offshore wind	離岸風
Wind	風	Annual range of temperature	年溫差
Precipitation	降水	Unit 3	
Isobar	等壓線	Global warming	全球增溫
Fog	霧	The greenhouse effect	溫室效應
Monsoon	季候風	Greenhouse gases	溫室氣體

Form 3:

Useful links:	
Volcanoes Online	http://library.thinkquest.org/17457/gather/comics/main.html
Volcano World	http://volcano.und.nodak.edu/
Rainforest Biomes	http://www.blueplanetbiomes.org/rainforest.htm
Tropical Rainforest	http://www.newworldencyclopedia.org/entry/Tropical_rainforest

Reference books:	Publisher
Mini School Atlas (2009 Fourth Edition)	Ling Kee

Form 4 – 5 [NSS]:

Useful links:	
SSE Geography Online Assessment	http://ssgeog.learnmore.com.hk/OUP/SSGeog/login.php
Geology.com	http://geology.com
Volcanoes Online	http://library.thinkquest.org/17457/gather/comics/main.html
Volcano World	http://volcano.und.nodak.edu/
All Along a River	http://library.thinkquest.org/28022/body.html
Hong Kong Observatory	http://www.hko.gov.hk/
Weather Underground of Hong Kong	http://www.weather.org.hk
EPA Global Warming Site	http://www.epa.gov/globalwarming
Urban Renewal Authority	http://www.ura.org.hk/html/c100000e1e.html
Sustainable Development	http://www.susdev.gov.hk/
Planning Department	http://www.pland.gov.hk/pland_en/index.html
HK Geopark	http://www.geopark.gov.hk/en_index.html

Reference books:	
Revision Exercises Book 1, 2 and 3	Oxford University Press
Skills Book	Oxford University Press
HKDSE Geography Sample Paper	HKEAA
HKCE Geography Examination Report and Question Papers (2004 – 2010)	HKEAA

Form 6 – 7:

Useful links:	
A-Level Geography Room	http://www.fed.cuhk.edu.hk/geo/
Transport Department	http://www.td.gov.hk/
Shatin to Central Link	http://www.mtr-shatincentrallink.hk/pdf/latest-news/SCL Protection Works Newsletter July 2010.pdf http://en.wikipedia.org/wiki/Shatin to Central Link http://www.mtr-shatincentrallink.hk/en/envir-heritage-preservation/
Flood (Queensland, Britain)	http://en.wikipedia.org/wiki/2010%E2%80%932011 Queensland floods http://en.wikipedia.org/wiki/2009 Great Britain and Ireland floods
La Nina	http://en.wikipedia.org/wiki/La Ni%C3%B1a
Earthquake (Haiti, Chile and Yushu)	http://en.wikipedia.org/wiki/2010 Haiti earthquake http://en.wikipedia.org/wiki/2010 Chile earthquake http://en.wikipedia.org/wiki/2010 Yushu earthquake
Volcanic eruption (Iceland)	http://en.wikipedia.org/wiki/2010 Icelandic volcano eruption
Ma Tau Wai Building Collapse	http://www.bd.gov.hk/english/BuildingCollapseReport_e.pdf
Drought (Sahel, China)	http://en.wikipedia.org/wiki/2010 Sahel famine http://en.wikipedia.org/wiki/2010%E2%80%932011 China drought
Milk Scandal	http://en.wikipedia.org/wiki/2008 Chinese milk scandal
Deforestation (Brazil, Indonesia, Thailand)	http://en.wikipedia.org/wiki/Deforestation in Brazil http://en.wikipedia.org/wiki/Deforestation in Indonesia http://en.wikipedia.org/wiki/Deforestation in Thailand
Sugarcane	http://en.wikipedia.org/wiki/Sugarcane

Conservation in Hong Kong	http://en.wikipedia.org/wiki/Hong_Kong_Country_Parks %26 Special Areas
Air pollution in Hong Kong	http://en.wikipedia.org/wiki/Air_pollution_in_Hong_Kong
Traffic congestion	http://en.wikipedia.org/wiki/Traffic_congestion
Globalization	http://en.wikipedia.org/wiki/Globalization http://www.ifpri.org/sites/default/files/publications/globalpoorch01.pdf

Reference books:	
Geography - An Integrated Approach	Nelson
Mastering A-Level Map Skills	Jing Kung
A-Level Geography Map Reading Practice	Macmillan
HKALE AL Geography Exmination Report and Question Papers (1992 – 2010)	HKEAA

Form 1-7:

Useful links:	
EDB- Geography	http://www.edb.gov.hk/index.aspx?nodeID=3229&langno=1
HK Observatory	http://www.hko.gov.hk/
Lands Department	http://www.landsd.gov.hk/
Environmental Department	http://www.epd.gov.hk/epd/
Wikipedia	http://en.wikipedia.org/wiki/Main_Page
Google earth	http://www.google.com/earth/index.html
Google map (Hong Kong)	http://maps.google.com.hk/?ie=UTF8&hl=en