3.18 Geography

LEE Wai Chu

(I) Mission
1. To arouse the students’ interest in studying Geography.
2. To develop students’ power in identifying and deriving information from maps, pictures, photographs and statistical tables.
3. To enable students to apply geographical concepts and ideas to show an understanding of problems on a variety of scales.
4. To enable students to identify issues and suggest solutions to problems.
5. To develop students’ value judgment from different points of view.
6. To enable students’ appreciation on the natural environment.

(II) Strengths and weaknesses
General comments on students
Form 1 to 3 (2002/2003)
1. They show interest and response in class activities due to the adoption of Chinese as the medium of instruction. This is their greatest asset.
2. They can present their ideas more freely.
3. Form 1 students are more sincere in learning and doing homework.
4. Form 2 students are lazy and do not do homework sincerely. They have low motivation in learning.

Form 4 & 5
1. They do not have high expectations in academic achievement.
2. They do not have confidence in getting a “E” grade in the H.K.C.E.E.
3. They can only prepare a little for each test.
4. The Form 4 and 5 students’ results were quite satisfactory.

Lower & Upper 6
1. Most students lack initiative and motive in learning and studying.
2. Most are inattentive in class.
3. Most rely on teachers’ guidance in studies and need a lot of practice in doing data-response questions and writing essays.
4. They are particularly weak at data interpretation, statistics and map-reading questions. Also, their organization and presentation power is not good.

Teachers
1. Teachers are well experienced and have completed the IT teaching courses.
2. Teachers are also highly co-operative and always share our teaching experience and problems encountered in class. Discussion on every class activity can be carried out after each activity has been done in class, so we can make remedial measures and amendments on the activity.

(III) Objectives
1. Form 1 to Form 3
   (a) at least 60% of the students in each form pass in the Geography examination
(b) Map-reading skills
   F.1 - to be able to use maps to locate features
        - to be able to use scales and direction
   F.2 - to be able to draw cross-section and identify the types of slope
   F.3 - to be able to draw cross-section, identify different types of slope and
          relief features, to calculate gradient and to use scales and direction
(c) to identify and derive information from maps, pictures, photographs and
    statistical tables

2. F.4 to U6
   (a) At least 70% of the F.5 students pass in the H.K.C.E.E.
   (b) At least 80% of the Upper 6 students pass in the H.K.A.L.
   (c) To apply geographical concepts and ideas to show an understanding of
        problems on a variety of scales.
   (d) To interpret diagrams, maps, photos and statistical data.
   (e) To develop comprehension, application, analysis and synthesis power.
   (f) To develop value judgment.
   (g) To encourage them to read more reference books.

(IV) Panel works
1. A record of the following items has been kept by the department for the access of
   all geography teachers:
   (a) teaching plans of all forms
   (b) an AV catalogue including photos, aerial photos, slides, VCD and video tapes
   (c) maps of different scales and regions
   (d) wall maps of different continents and Hong Kong
   (e) colour transparencies of different landscapes
   (f) geography reference books
   (g) maps of HKCEE and HKAL
   (h) newspaper clippings (filed in classified topics)
   (i) self-designed teaching packages (filed in classified topics for different forms)
   (j) past papers of H.K.C.E.E. and H.K.A.L. with marking schemes (filed
       in classified topics).
   (k) practical and map-reading past questions of H.K.C.E.E. and H.K.A.L. (filed
       in classified topics)
   (l) Geography equipment list
   (m) Data bank resources
2. Teachers of geography department are highly co-operative. Teachers share the work
   on writing teaching plans, note preparation, exercise setting, test setting, field work
   design, project design and teaching package design.
3. Teachers always share their experience and strategies in teaching and class
   management. Informal meetings will be recorded.

(V) Implementation plan
A. Form 1 to Form 3
   1. The revised teaching plan for each chapter of each form will have been ready
      by the first staff meeting of the academic year 2002/2003.
   2. Issue-based teaching activities are designed. This includes group discussion,
      role-play and activities.
   3. Assignments
(a) Three map reading exercises will be done each term.
(b) Two exercises for each chapter will be done.

4. **Quiz and test**
   One quiz will be given after a chapter has been completed.

5. **Project**

<table>
<thead>
<tr>
<th>Form</th>
<th>Topic</th>
<th>Time</th>
</tr>
</thead>
<tbody>
<tr>
<td>One</td>
<td>Map design</td>
<td>1st term</td>
</tr>
<tr>
<td>Two</td>
<td>Report on flooding, landslide, earthquake and desertification</td>
<td>1st term and 2nd term</td>
</tr>
<tr>
<td>Three</td>
<td>Contour box</td>
<td>1st term</td>
</tr>
</tbody>
</table>

B. **Form 4 to 5**

1. There will be more practice on answering skills, so at least one data-based exercise will be given to students after a topic is covered.
2. A Geography studying guide will be designed for them.
3. **Field study**
   - F.4 – river study
   - F.5 - Cheung Chau
   The field study helps students identify the physical features. More importantly, the students have to do a worksheet on site so as to enhance them to investigate the conditions in a special environment favouring the development of the feature. Students are required to submit the report after the field study.
4. Two quizzes and one big test for each chapter will be given to students.
5. Past paper analysis will be discussed with the Form five students in March.
6. A map reading exercise will be done every cycle in Form 4.
7. Past paper analysis will be submitted every month.

C. **Form 6 and 7**

1. Teachers will put more stress on answering skills by giving ore explanations on the contextual theme and discussion on the questions.
2. Students will asked to do a 10-minute fact-recalling quiz every Geography lesson so as to enhance them to write a long essay. At least one data-based exercise will be given to students after one topic is completed. Past paper questions will be done throughout the course.
3. Students are required to write at least 5 essays each term.
4. One test will be given to students after one topic is completed and the test should include one data-based question and one essay-type question. There will be at least 5 tests in the each term.
5. At least one class activity will be carried out for each topic. The activities are of different variety including role-play, data interpretation, group discussion on issues and simulation games. There will be group presentation after the activity.
6. Form 6 students will do at least two field works.
7. Form 6 students will do newspaper cuttings on Hong Kong current development projects and a summary will be submitted every month.
8. A map reading exercise will be done every cycle.
### (VI) The Gantt Chart

<table>
<thead>
<tr>
<th>Date</th>
<th>Panel works</th>
<th>Project / Field Study</th>
<th>Test</th>
</tr>
</thead>
<tbody>
<tr>
<td>Aug</td>
<td>1st panel meeting</td>
<td>All teaching plans and teaching packages ready</td>
<td>F.1-F.3, F.4, F.5, L6, U6</td>
</tr>
<tr>
<td>Sept</td>
<td>Quiz(1) (1) (2) (1) (2)</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Oct</td>
<td>1st form test (2) (3) (4) (2) (3) (4)</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Nov</td>
<td>F.1 Project (3) (5) (6) (3) (5) (6)</td>
<td>F.6 field work F.2 (presentation on landslide)</td>
<td>Quiz(2)</td>
</tr>
<tr>
<td>Dec</td>
<td>F.3 Project</td>
<td>F.5 and U6 first examination</td>
<td></td>
</tr>
<tr>
<td>Jan</td>
<td>Evaluation on the first term examination</td>
<td>Scrutiny on exercise (F.5 &amp; U6)</td>
<td>F.1 to L6 first examination (7) (7)</td>
</tr>
<tr>
<td>Feb</td>
<td>U6 past paper analysis (2)</td>
<td>F.2 (presentation on flooding)</td>
<td>Quiz(3) (4) (8) (9) (5) (8) (9)</td>
</tr>
<tr>
<td>Mar</td>
<td>F.5 past paper analysis Exercise scrutiny</td>
<td>F.4 field study (river study)</td>
<td>Quiz(4) (5) (10) (6) 2nd exam (7) (8)</td>
</tr>
<tr>
<td>Apr</td>
<td>Scrutiny on exercise (F.1 to L6)</td>
<td>F.2 (presentation on desertification)</td>
<td>Quiz(5) (6) 2nd exam (7) (8)</td>
</tr>
<tr>
<td>May</td>
<td>F.2 (presentation on earthquake)</td>
<td>2nd form test (7) (9) (10)</td>
<td></td>
</tr>
<tr>
<td>Jun</td>
<td></td>
<td>(8) (8)</td>
<td></td>
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<tr>
<td>Jul</td>
<td>Panel meeting (3)</td>
<td></td>
<td>the second examination</td>
</tr>
</tbody>
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### (VII) Evaluation

1. **F.1 – F.3**
   - (a) 60% of students in each form pass in the form test
   - (b) 60% of students can pass in the map-reading test
   - (c) at least 60% of students reach the passing marks (10 marks) in their project

2. **F.4 to U6**
   - (a) F.4 to F.5 – 60% of students can get 40 marks or above in the examination.
   - (b) L6 and U6 – 70% of students can get 35 marks or above in the examination.
   - (c) At least 60% of the F.4 and F.5 students reach the passing marks (50 marks) in their project works.
   - (d) At least 70% of the L6 and U6 students reach the passing marks in their project works.
(VIII) Team members
Lee Wai Chu (Panel chairman) – teaching F.2, F.3, F.4 and L6
Ng Sze Ling – teaching F.1, F.2 and U6
Wong Wai Lan – teaching F.1 and F.5

(IX) Budget

<table>
<thead>
<tr>
<th>Item</th>
<th>Estimated Amount</th>
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</thead>
<tbody>
<tr>
<td>1. Travelling subsidy</td>
<td></td>
</tr>
<tr>
<td>F.4 $F.5 (field study)</td>
<td>$1500</td>
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<tr>
<td>L6 (field study)</td>
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<tr>
<td>2. Bulletin board design</td>
<td>$500</td>
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<tr>
<td>3. Geography equipment</td>
<td>$2000</td>
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<tr>
<td>4. student reference</td>
<td>$2000</td>
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<tr>
<td><strong>Total</strong></td>
<td><strong>$7000</strong></td>
</tr>
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