



Briefing on the Update of Senior Secondary Geography

Key Updates

Introduction

- Proposed to update **FIVE** modules of the Secondary 4-6 Geography curriculum, namely:
 - two compulsory modules, ‘Global Warming’ and ‘River and Coast’,
 - three elective modules, ‘Weather and Climate’, ‘Transport’ and ‘Zhujiang Delta Region’.

Introduction

- The **other six modules** under **Section 2.2** of the Geography Curriculum and Assessment Guide (Secondary 4-6) 2007 (updated as at November 2015) **remain unchanged**.
- **All the other chapters** also remain unchanged.

Rationale

- Incorporating the latest knowledge, concepts and information into the five modules proposed to be revised.
- Providing a smoother learning progression to facilitate teachers and students to understand better the breadth and depth of the curriculum, and in turn better cope with the lesson time issue in some schools.

Summary of Update

Compulsory module on 'river and coast'

- First guiding question “How does water shape our rivers and coasts?” cancelled and replaced by a brief introduction of hydrological cycle.
- Only the management strategies found in Hong Kong are included.
- The UK case study on coastal management cancelled.

Summary of Update

Compulsory module on 'global warming'

- The concept '**climate change**' incorporated, with 'global warming' as an illustration at global scale, 'urban microclimate' as an illustration at local scale.
- **Title rewritten** to incorporate of the concept 'climate change'.
- Retain **issue-enquiry approach** to study climate change as a geographical issue, focusing on the causes, impacts and respective human responses. Academic concepts go to elective module "weather and climate".

Summary of Update

Elective module on 'weather and climate'

- Retain **systematic approach** to study weather and climate.
- Part 1: strengthened & enriched, including the three properties of the atmosphere, namely **heat, moisture and motion**.
- Restriction on the choice of Chinese cities **removed**.
- The study of **sandstorm** has been **cancelled**.

Summary of Update

Elective module on 'Transport'

- Part 1 “Logistics — supply chain activities of transportation, warehousing and finished goods inventory management” and Part 4 “A regional case study — the transport system of the Zhujiang Delta and the role of Hong Kong” **cancelled**.
- Add: **basic concepts of transport**, e.g. ‘linkage’, ‘network’ and ‘node’, and a new theme “transport development and urban morphology”.

Summary of Update

Elective module on 'Zhujiang Delta Region'

- Part 2 on agriculture and Part 3 on industry has been combined and focused on changing trends.
- A new part on urban development and landuse pattern have added., including 'city clusters' and 'villages-in-the-city'.

Reminders

Lesson time

- 24 hours for each module. Pay attention to the amount of information provided.
- Extra / supplementary information should **ONLY** be provided in teacher handbook, not student textbook.

Reminders

Implications of terms “including” and “e.g.” in the curriculum

- Items listed after “including” in the curriculum MUST be covered.
- Items listed after “e.g.” are recommended examples, no need to cover all; other appropriate ones can be included.

Reminders

- Skills included in the column **“Skills and Suggested Learning Activities”**
 - They serve as reminder of the geographical skills that should be covered.
 - Textbook authors should choose the best topic for a particular skill to be included.
 - For example, the formation of coastal features will be an appropriate topic for learning how to draw annotated diagrams.
 - NOTE: Since the development of coastal landform features is under the same sets of erosional / depositional processes over time, it is best represented by a series of annotated diagrams rather than separate sets of diagrams for each individual feature.

Reminders

- **Enquiry learning** is the core pedagogical approach and should be adopted in textbook writing.
- The content should reflect multiple perspectives and balanced views, and be conducive to creative thinking and problem solving.

Reminders

- The concept “urban heat island”
 - The concept of urban heat island is not included in the module “Sustainable City”. It is intended to be studied in the module “Climate Change”.

Reminders

- The module “Climate Change”
 - Avoid over-teaching of meteorological concepts as the focus of this compulsory is on the causes and the impact of climate change, and the mitigation and adaption measures adopted to resolve the problems.
 - Academic components should go to the elective module “weather and climate”.

Reminders

Elective module on ‘Weather and Climate’

- Weather hazard 氣象災害;
 - originated from the academic term “meteorological-related hazard”
 - University subject experts preferred to use a simplified term.
- Drought 乾旱/ 旱災
 - Depends on the context in using Chinese equivalence.
 - Referring to meteorological drought according to the curriculum.

Reminders

Elective module on ‘weather and climate’

- Avoid knowledge and concepts that are of university level, such as climatic classification scheme (e.g. Köppen), different types of lapse rates, concepts of latent heat, etc.
- Concepts included in the “Concept” column should be covered in the textbook even if they are not found in the explanatory notes, e.g. **Monsoon.**

The End