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Key Questions

1. What is a must in all geography exam questions?
2. What is the ability of a NSS S6 student?
3. What is the implication of 2012 to all geography teachers?

A Quick Review

NSS Geography Curriculum

Curriculum Framework	Lesson Time (Total lesson time: 270 hours)
Compulsory Part	
7 geographical issues and problems	60% (around 170 hours)
Elective Part	
2 out of 4 electives	20% (around 50 hours)
Fieldwork + Spatial Data Enquiry (Should be infused in the learning and teaching of the Compulsory and Elective Parts)	20% (around 50 hours)

NSS Geography

- **Compulsory (7 topics)**
 - Natural hazards
 - River & coast
 - Industry
 - City development
 - Food & hunger
 - *Tropical rainforest*
 - Global warming



- **Elective (2 out of 4 topics)**
 - *Geology & geomorphology of HK*
 - Weather & climate
 - *Transport development, planning & management*
 - *Pearl River Delta*



- **School-based Assessment (SBA)**



	Paper 1	Paper 2	SBA
Weighting:	60%	25%	15%
Duration:	2½ hours	1 hour	From S5 to S6
Scope:	Compulsory Part	Elective Part	Fieldwork
Section/ Question type:	A. Multiple-choice 1 hour (20%) B. Data/Skill-based/Structured 1 hour (30%) C. Short Essay ½ hour (10%)	D. Data/Skill-based/Structured ½ hour (15%) E. Short Essay ½ hour (10%)	F. One report submitted in S6 before the public examination.

Implications of Paper 1 & 2

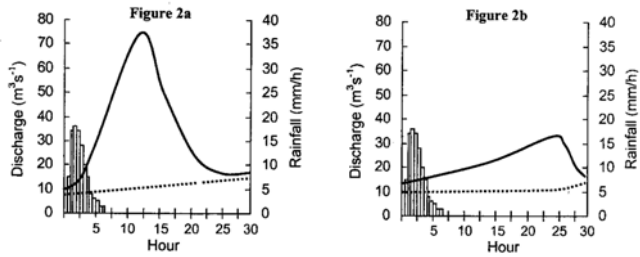
- Exam strategies
 - Squeeze max. time for Essay
 - Organization skill
- What is a must in all geography exam questions?
 - Photos, Diagrams
 - Application
 - Photos & fieldwork

Experience & Application

Kitchen & Washroom



AL2003-I-2



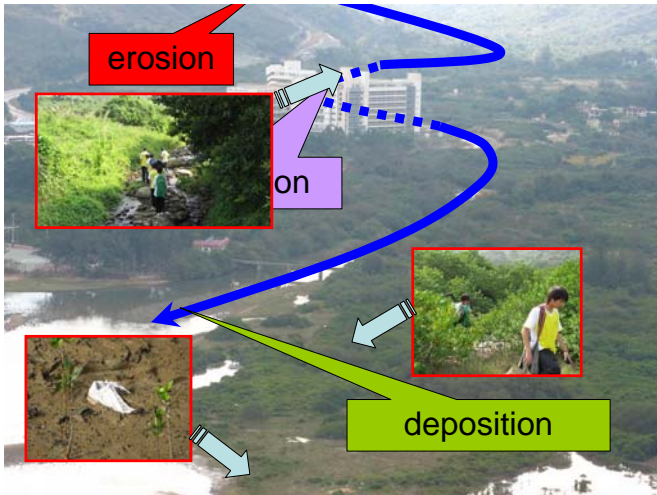
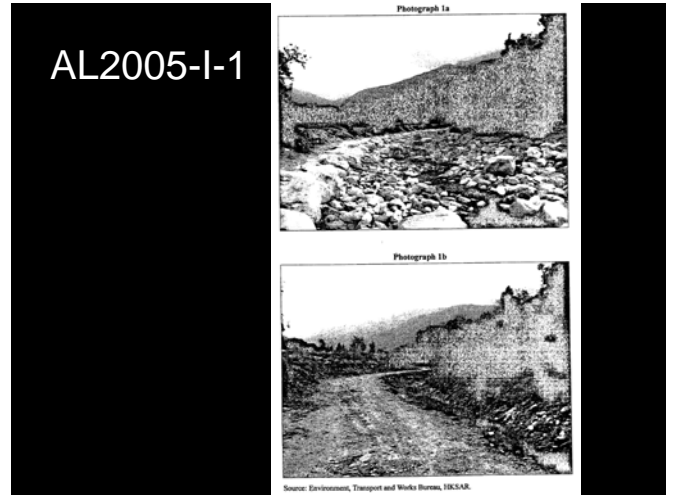
- (a) (i) Find out the time lag and peak flow in each stream. (2 marks)
- (ii) Describe and account for the differences in the two hydrographs. (6 marks)



Field trips & Activities

- Tung Chung Bay visit
- Caritas Field Study Center
- Hong Kong Observatory visit
- Wan Chai haunted tour
- Campus slope field trip
- Hong Kong Geography Day
- Rich and poor experience lunch
- Guangzhou field trip (2-day)
- Squatter experience field camp (2-day)
- West Kowloon pre-war building visit
- Island North landuse & urban development
- Self-guided field trip





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Sample Paper, HKEAA

Section C: Answer any ONE question from this section. Each question carries 12 marks. (12%)

5. Explain why some new iron and steel plants in China are located near large urban centres. Discuss the socio-economic and environmental impacts of these plants on those large urban centres. (12 marks)
6. With reference to a farming region you have studied, explain how physical factors have influenced the agricultural characteristics of the region. To what extent do you think technology is becoming more important in affecting the agricultural activities in the region? (12 marks)
7. Is global warming a consequence brought about by human activities which have not been carried out in accordance with the principle of sustainable development? Would international cooperation help solve the related problems? Give reasons and cite examples to justify your viewpoints. (12 marks)

Question 6

Explanation	3+3
Discussion	3+2
Example	1

Marks

Explanation

- identify an appropriate farming region
- physical factors:
 - climate
 - relief
 - soil
- agricultural characteristics:
 - types of farming, e.g. subsistent, commercial
 - types of farm produce, e.g. crops
 - farming methods

Discussion

- major technologies applied:
 - to handle climatic constraints, e.g. irrigation
 - to handle topographical constraints, e.g. terracing
 - to handle pedological constraints, e.g. use of fertilizers
- conclusion
 - proper conclusion
 - justification / supporting reasons / evidence

Example

(1)

max. 12

Level 5
Sample 2: Paper 1 Section C Question 6

The farming agricultural characteristics in Sahel have been influenced by the physical factors such as climate and the morphology.

Sahel is located in the 20-25°N in Africa at the margin of the Sahara Desert. It is influenced by the semi-arid (tropical) air climate which is high in temperature and little precipitation with only 500mm to 600mm per year. There are little and sparse vegetation cover. The soil is poor.

Under the influence of these physical constraints, the characteristics (agricultural, transhumance, and nomadic herding) is pastoral farming is (in seasonal basis) the main agricultural activities. Since there is intense solar radiation and high temperature with high evaporation, it is not suitable for sedentary farming. Nomadic herding (and mobile soil) is their choice to be the suitable agricultural activities. Herders then move livestock from one place to another searching for water and pasture. Due to little physical constraints, the characteristic is nomadic herding, mobile herding, reliable to the water source and sustainable in nature. As pasture are used but sparse, nomadic herders avoid the livestock from one place to another searching for vegetation to feed the livestock.

poor and infertile soil and brown soil, and the vegetation cover is mainly shrubs and grass.

Technology is becoming more important in affecting the agricultural activities to a large extent in Sahel.

With the introduction of the remote sensing of early warning of drought and famine, the nomadic herders tend to adjust their methods of being drought and famine.

The introduction of medicines and vaccines to livestock may increase the population of livestock. The nomadic herders may just keep dozens of livestock in order to limit the pressure on feeding them but the improvement in medicine may enlarge the livestock population.

The improvement in irrigation system may affect the practice of nomadic herding. Some herders may choose to stay in a certain area with the improved irrigation system, live in a form of sedentary farming.

Comments:
This sample demonstrates extensive knowledge of the interplay between the physical inputs and the agricultural characteristics of the region chosen by the candidate. The candidate is also able to cite some examples in evaluating how technology affects the agricultural activities. Logical reasoning is evident in the discussion of the impact of technology, which is well-focused on the candidate's clear standpoint. Also, the candidate is able to make use of extensive geographical terminology in presenting his/her arguments throughout the answer.

- demonstrates **extensive knowledge** of the interplay between the physical inputs and the agricultural characteristics of the region.
- also able to cite some **examples** in evaluating how technology affects the agricultural activities.
- **Logical reasoning** is evident in the discussion of the impact of technology, which is well-focused on the candidate's clear standpoint.
- able to make use of extensive geographical **terminology** in presenting his/her arguments throughout the answer.

Implication

- Essay writing skill is across all subjects
 - Liberal Studies
 - Chinese History etc
- Develop skill asap in collaboration with other subjects
- Essay is high risk
 - Repeated practice

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Implementation Schedule

Year of examination	Implementation of SBA
2012	Schools are not required to submit SBA marks. Public examination results constitute 100% of the final subject result.
2013	Schools are not required to submit SBA marks. Public examination results constitute 100 % of the final subject result.
Starting from 2014, all schools have to submit SBA marks contributing 15% to the final subject result.	

Table 5.2 Implementation schedule of SBA

School-based Assessment (SBA)

- 15% public exam grade
- Administered in school
- Marked by the students' own teachers
- Reduce the dependence on one-off exam
- Backwash effect: Motivate learning
- Enhance assessment validity
 - Ask geographical questions in the **field**
 - Identify spatial patterns through field **observation**
 - Locate & collect **first-hand data**
 - Hypothesis testing & **enquiry**
 - **Value** judgment

Format

- Geographical enquiry
 - ≠ fieldwork report / ~ UK coursework
 - **Formulate** plan for enquiry
 - Gather, process & analyze field **data**
 - Present & **interpret** the findings
 - **Evaluation** & suggestion



- 1200 - 2000 words (except appendix)
- Fieldwork enquiry
- Individual work (except planning & data-collection stages)
- Within curriculum, geographical
- Individual title preferred
- Clear objectives



PCAIE

- **P**lanning (10%)
- **C**ollection (20%)
- **A**nalysis (30%)
- **I**nterpretation (30%)
- **E**valuation (10%)



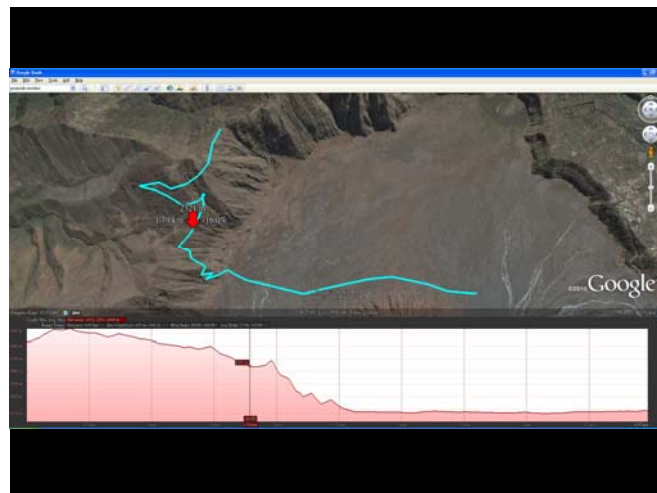
Remarks to teachers

- Marks should reflect the rank order of the students & the relative difference between students' achievements
- Zero for work fails to meet the min. requirement
- Mark moderation by HKEAA on a school basis
 - Difference among teachers of the same study level
- Plagiarism/ Malpractice

- Tight teaching schedule
- Resources for guidance
 - Time
 - Fieldwork guides (right choice of sites)



- Individual difference
- Resources for equipment
- Risk management & responsibility in fieldwork



Fieldwork Planning

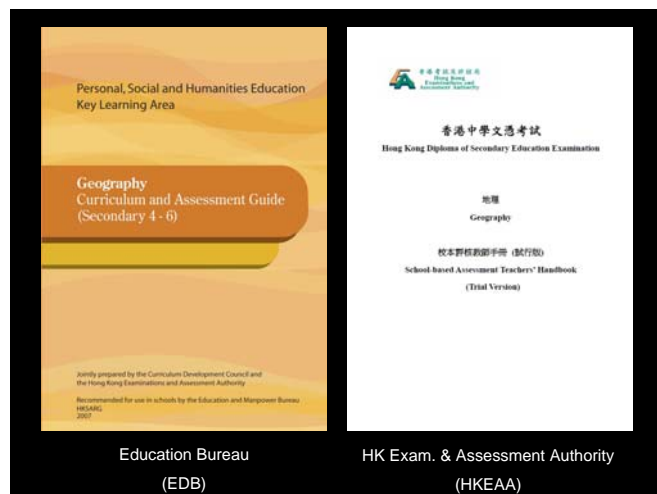
- Participation
 - Data discovery
 - Geographical skill
- Multi-theme
 - Curriculum linkage
 - Part of study, not a single activity
 - Integrate with project-based learning
- Sharing, debriefing & organization



Tung Chung Bay

- Field trip theme: River channel (AM)
- Project theme (PM)
 - Natural conservation
 - Urban development
 - Ecotourism

- **What is a must in all geography exam questions?**
 - Application in lessons/ Powerpoints
 - Get used to fieldwork
 - EDB e-services
- **What is the ability of a NSS S6 student?**
 - Review curriculum thoroughly & fine tune materials
 - Collect CE & AL pastpaper
- **What is the implication of 2012 to all geography teachers?**
 - Project-based learning in junior forms
 - Support from field study centers & NGOs
 - Fieldwork is fun



Education Bureau
(EDB)

HK Exam. & Assessment Authority
(HKEAA)

References

- Document for New Geog. Curriculum, EDB
 - http://www.edb.gov.hk/index.aspx?nodeID=3206&lan_gno=1
- SBA Teachers' Handbook, HKEAA
 - http://www.hkeaa.edu.hk/en/sba/sba_hkdse_elective/dse_subject.html?13&2
- Geography Teaching Support Site, EDB
 - http://www.edb.gov.hk/index.aspx?nodeID=3229&lan_gno=1

PowerPoint available at

Hong Kong Geographical Association
www.hkga.org

Po Leung Kuk Laws Foundation College, Hong Kong
www.plklfc.edu.hk

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