

The New Senior Secondary Geography Curriculum: Challenges and Prospects

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1. What is the nature of the NSS Geography Curriculum?

(a) Geography is a subject that “enables students to explore and understand the relationship between human beings and the Earth through the study of space, place and environment” (p.1)


(b) NSS Geography is an issues-based and problem-based curriculum covering both local and regional concerns. Its Elective Part places emphasis on academic rigour (electives 1 and 2), and on career-related and societal concerns (electives 3 and 4).



2. What are the challenges for geography teachers, and how can they be overcome?

(a) **Curriculum Framework (Chapter 2)**

(i) How to help students develop a view and understanding of the subject as a coherent and integrating field of study (instead of a loose combination of three major themes and four electives, p. 9)?

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- (ii) How to interpret the meaning of fieldwork and spatial data enquiry and infuse it in the learning and teaching of both the compulsory part and elective part? (p.11)


 - (iii) How to develop students' higher-order thinking ability (e.g. that of critical thinking) for learning geography through the curriculum content? (pp. 12-36)



(b) Curriculum Planning (Chapter 3)

- (i) How to cater for learner diversity (in terms of ability, motivation and needs) as NSS Geography (like other NSS curricula) is to be taken by S6 students without undergoing an HKCEE selection process in advance? (p.45)

- (ii) How to make assessments formative and useful for improving students' learning? (p.46)



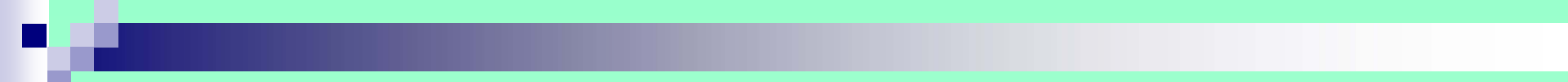
(iii) Curriculum management -- how to achieve better coordination with colleagues, solicit external resources and support effectively, and enlist the support of different stakeholders?
(pp. 48-52)



(c) Learning and Teaching (Chapter 4)

(i) How can teaching be organised to meet bring out the benefits of learning communities as advocated by the curriculum? (pp. 53-55)

(ii) How can teaching be done with quality interaction between teacher and students and amongst students themselves? (pp. 58-60)



(iii) Approaches – What teaching and learning approaches and strategies are more/most suitable for the classes and students concerned? Why? How can they be implemented in the light of various class constraints? (pp. 62-72)




(d) Assessment (Chapter 5)

- (i) How and when should do school-based assessment (SBA) in such a way that learning can be improved? What form should it take? (pp. 86-88)

- (ii) What can be done for stimulating students' interest and thereby doing better in SBA? (pp. 86-88)

- (iii) How to help students prepare for the data/skill-based question and short essay question in Papers 1 and 2 (p. 85)



(e) Effective Use of Learning and Teaching Resources (Chapter 6)

(i) What kinds of resources are required and available? (pp. 92-101)

(ii) How can teachers and students obtain and use the necessary resources? (pp. 92-101)



Learning Outside Classrooms (Appendix 1)

(i) How can students be prepared for undertaking fieldwork individually and on a group basis?

(ii) How can fieldwork be assessed, through its various stages including planning, design, conduct, data collection, processing and analysis, and reporting back?

(iii) How can the teacher become an effective facilitator and students be helped to become independent investigators?



3. Prospects?

- (a) How far can the proposals listed in the curriculum document meet its stated aims and objectives?

- (b) How far can teachers and students meet the stated aims and objectives?

- (c) What more should be done for helping teachers and students meet the stated aims and objectives?