

# THE HONG KONG GEOGRAPHER

## 編者的話

高級程度地理科課程已行之有年，是否需要進行「更新」，銜接新的會考課程，與時共進呢？如果你沒有參加本年年初的研討會，便不要錯過本期的詳細報告了。

本年的高級程度會考及中學會考在 SARS 影响下舉行了，本期有文章分別對試題作出分析及評鑑，讓同工在今後考試命題時，有所參考。此外，還有一篇書評和教授高級程度課程教學法的文章。

今年九月，新的中四、五地理課程推行了，本刊歡迎各同工來稿，提出對教授新課程遇到的困難、心得和意見。

編轉委員會：林智中、楊本基

香港地理人

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香港地理學會

HONG KONG GEOGRAPHICAL ASSOCIATION





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## 會務回顧 (2002.8 至 2003.7)

- 地理景觀年曆出版 (2002.8)
- 香港岩石首日封發行 (2002.9)
- 與明愛陳震夏郊野學園合辦 GIS 研習和樹林工作坊 (2002.11)
- 泰國城市考察 (2002.12) — 取消
- 本會週年大會 (2003.2)
- 與香港中文大學，香港考評局和課程發展處合辦 “Seminar on New Directions of A-Level Geography Syllabus” (2003.2)
- 中學地理考察活動手冊出版 (2003.2)
- 地理教師培訓課程 (2003.7)

## 中學地理考察活動手冊 Geography Fieldwork Guide

籌備多時的中學地理考察活動手冊已於本年2月出版。考察分為初中、高中和高級程度，由十多位資深地理老師編寫，同工可在本會網站訂購。



## 地理教師培訓課程：如何教授中四、五地理課程

本會於7月4、9和11日在香港浸會大學舉行了的地理課程講座。內容包括新中四、五地理課程的6個主題和6個議題，由本會會長李煜紹教授、陳永勤教授、周全浩教授、黃麗賢老師、楊本基老師和黎海天老師主講，參加人數有170人。

## 2003-2004 學年年曆

本會在暑假期間印制了一批學年年曆寄送給本會會員及各中學地理主任。月曆主題以國內景觀為主，年曆訂購請於八月下旬後在本會網站查閱。

LANDSCAPE CALENDAR 2003-2004



## 新教師訓練課程

本會與香港教師中心合辦新教師訓練課程，日期為8月18日和19日。此外，還合辦“從學中做、從做中學”地理專題研習教師培訓計劃，日期由9月至明年4月。

## 香港地理日

本年11月8日為香港地理日，舉行地點是香港中文大學。本會中學組已安排了一連串的活動，包括高級程度課程講座和野外考察等給老師和同學參與。

## 聖誕節境外考察

由於年初香港受到SARS影响，本會的境外和本地野外考察也完全停頓。本會計劃於聖誕節期間到海南島考察，並希望能邀請國內地理學者帶隊，敬請留意日後本會的網上通告。



## 2003 年中學會考地理科試題分析

一年一度的中學會考已舉行了，這裏就今年卷一及卷二的題目作出分析，與大家分享。此外，還列舉出今年考題的一些優點和缺點，希望考評局能多加留意。

題號	主題	個案 / 例子	技能
1	板塊邊界特徵及相關地貌	大西洋中脊及美州西岸	閱讀圖表及繪圖
2	山泥傾瀉的成因及防治	慈雲山	從照片中分析資料
3	水循環與河流作用及特徵	無	閱讀圖片
4	人口老化、出生率下跌及勞力質素	香港	計算依賴比率
5	農業投入及問題	中國大陸	閱讀圖表
6	影響鋼鐵業區位的因素及其近年趨勢	日本	閱讀圖表
7	郊野及海岸公園的區位特徵及可持續發展	香港	閱讀圖片
8	水力發電	無 / 黃河	從照片中分析資料

表一：卷一試題分析

- 一、今年的題目，較特別的地方是甲部打破了十數年來的模式，沒有以天氣及氣候來命題。這令到不少在甲部只專注該課題的考生（尤其是讀理科的考生）大失預算，不能選答較有把握的題目。
- 二、絕大部份題目均只覆蓋一個主題。這樣的題目會否鼓勵考生只選取某個主題研讀的情況呢？
- 三、題目所需的技能較為多樣化，如繪圖、引用照片證據、計算，可算是知識與技能兼備，是值得讚賞的。
- 四、題目涉及的個案包括中國大陸、香港、日本和歐美，分佈平均，這是可取的地方。
- 五、題3及8沒有列出河流盆地出現的地方。嚴格來說，即代表沒有個案。題8問題更大，在照片8下有資料來源（網址），明顯是與黃河有關。但題目中卻隻字不提黃河，就顯得十分模糊。究竟這條題目是否與黃河有關？若與黃河有關，因黃河有其獨特性，這可能會出現考生答案離題的問題。但幸運的是題8較題7淺易和直接，相信考生應付題8較為容易。題7問及生態旅遊及可持續發

展等較為新穎及重要的概念，是值得推動的。

- 六、各部份內題目的深淺程度大致相若。整體上題目較傳統，錯漏少和平實是今年卷一的特徵。

至於卷二方面，以圖表或照片表達的題目約佔三份一，基本上符合地理科教學及評鑑的精神。而甲部與乙部及丙部的題目均約佔一半，算得上是平均地覆蓋全個課程。題目深淺程度方面則屬適中。

但第38題有一些問題。該題需要考生參閱一表，表中顯示1995-2000年間香港女多男少的趨勢。題目問及近年香港出現該趨勢的原因，其中兩項選擇分別是(2)女性預期的壽命較長與(4)傳統重男輕女的觀念改變。女性預期壽命較長是悠來以久的事，至於傳統重男輕女的觀念改變也不是在近年(1995-2000年)才出現的。這兩項選擇均不是近年出現的原因。但該題每項答案均有(2)或/及(4)，考生該怎樣選擇呢？若題目中的近年不是指1995-2000年，題目的安排就很容易誤導考生。

黎海天

薺色園可風中學



# 高級程度會考

## 2003 年高級程度會考地理科卷一分析

就本年度高考地理科卷一設題及考生的表現，本人有以下的體會願與同工分享。

題號	主題	採用案例	技能 / 價值判斷
1	必答題: 鄉郊土地發展	沙羅洞	地圖及照片闡釋、價值判斷
2	水文圖對比; 城市化與水文圖的關係		辨識圖表
3	地中海式氣候	南非開普敦	繪氣壓和風向圖、辨識圖表
4	旱成土	旱成土世界分佈	繪畫線形圖、辨識圖表
5	人 - 環境的關係: 人口增長與伐木的關係	巴西亞馬遜河盆	辨識圖表及照片、知識應用
6	三峽水利工程及山區農業發展	三峽水壩	辨識圖表價值判斷
7	范杜能的農業土地利用模式	法國布列塔尼	辨識圖表、概念應用
8	跨國企業聯繫		辨識圖表組元及聯繫
9	城市交通問題	北京	運算: 面積及密度辨識圖表
10	本土城市地區土地發展	港島堅尼地城	地圖資料分析、價值判斷
11	本土城市地區土地發展	舊機場東南九龍	地圖資料分析、價值判斷

表一：主題及技能 / 價值判斷考核分析

本年高考地理卷一有以下特點：

1. 涵蓋課程範圍大致均衡，詳見表一中主題部份。
2. 知識、技能及價值觀的考核各有兼顧。
3. 首次應用彩色照片，對讀圖及分析有莫大的幫助。
4. 著重本土的土地開發及利用，11 題問題中佔 3 題，數量可觀。
5. 少量運算及應用統計技能。
6. 個案的選取均是熱門課題，時事性強。
3. 考生表現較意外的是第四題。本題的設計，整體的得分取決於(a)部份的正確答案，土壤分類正確保障其後的問題帶出相關的正確答案；但如果不小心錯誤解讀，將世界分佈圖上的荒漠土理解為熱帶雨林區的氧化土，便導致全題失分。有為數不少的考生正是犯上疏忽大意的毛病，此題全軍盡默，一分也取不到。
4. 從地圖中抽取資料解答能力一般較弱，比例、距離感不強，三峽水壩移民是一例。

### 考生的表現：

1. 有些題目最受考生的歡迎，例如第五題、第十題及第七題。上述題目共通點是提問較簡潔直接，或涉及基本地理知識的描述及解釋，考生最有把握信心作答，故選答者眾。
2. 最不受歡迎的題目是第三題及第九題。第三題屬氣候系統，以南非開普敦為例。以本人多年任教此課程的經驗，一般同學較不喜歡氣候系統部份，以其複雜難解；加上引用的例子是南半球南非，陌生感覺特別強烈。第九題單是問題已佔去大半頁，作答包括量度及計算，亦較不受考生歡迎。

### 總結

高考地理課程是一門系統性及邏輯性強的學科，學習過程強調多作分析及綜合練習。地圖闡釋雖已被列為必答，考生閱圖技能及表達能力仍弱。至於個案的選用均為熱門課題，既有本土，又有來自世界各地，十分廣泛，如何找尋學習素材？第一題沙羅洞資料有些熱門地理網站也可以找到，互聯網學習方式是一法，讀報找資料學習也是一法。

馮靖戈  
佛教大光中學



## 地理小實驗

### 地球的溫室效應

#### 學習重點

1. 認識溫室效應的原理
2. 瞭解地球的熱量平衡

#### 所需材料

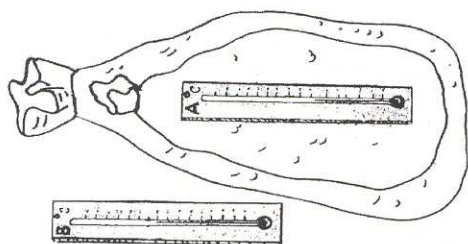
1. 溫度計兩支
2. 透明膠袋兩個（一人一小）
3. 橡根

#### 進行步驟

1. 紀錄溫度計 A 和溫度計 B 的溫度（室溫），把紀錄填寫在表一；
2. 把溫度計 A 放在小膠袋內，吹入空氣，用橡根綁緊袋口（如圖一）；
3. 將小膠袋放在大膠袋內，也吹入空氣，用橡根綁緊袋口；
4. 把大膠袋（內有小膠袋和溫度計 A）和溫度計 B 放在陽光下（或檯燈）30 分鐘，紀錄溫度；和
5. 把膠袋和溫度計 B 移到陰涼處 30 分鐘，紀錄溫度。

	溫度計 A	溫度計 B
室內		
室外，陽光下		
陰涼處		

表一



圖一

#### 跟進活動

1. 完成表一。
2. 描述溫度計 A 和溫度計 B 的溫度變化。
3. 解釋兩支溫度計的溫度出現差異的原因。

### 陸地與海洋受熱和散熱的差異

#### 學習重點

1. 認識泥土與水體受熱和散熱的原理
2. 瞭解陸地與海洋的熱量平衡

#### 所需材料

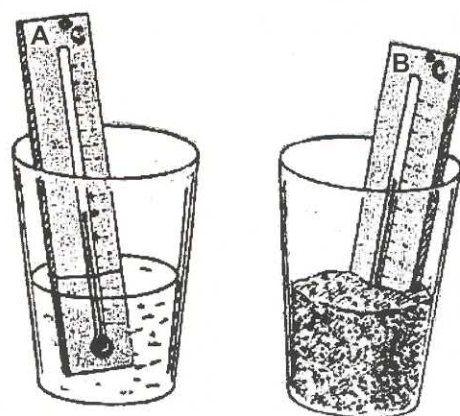
1. 溫度計兩支
2. 玻璃杯兩隻
3. 水
4. 泥土

#### 進行步驟

1. 把溫度計 A 和溫度計 B 分別放在加了水和泥土的玻璃杯內（如圖二）；
2. 在室內靜放 30 分鐘，紀錄溫度計 A 和溫度計 B 的溫度，把紀錄填寫在表二；
3. 把杯放在太陽光下（或檯燈）15 分鐘，紀錄溫度；和
4. 把杯移到陰涼處 15 分鐘，紀錄溫度。

	溫度計 A	溫度計 B
室內		
室外，陽光下		
陰涼處		

表二



圖二

#### 跟進活動

1. 完成表二。
2. 描述溫度計 A 和溫度計 B 的溫度變化。
3. 解釋兩支溫度計的溫度出現差異的原因。

楊本基

神召會康樂中學



## Seminar on New Directions of A-Level Geography Syllabus

Pauline YEUNG

Date: Feb. 22, 2003 (Saturday)

Time: 8:45am-12:30pm

Venue: The Chinese University of Hong Kong (Ho Tim Building)

**Reporter:**

What is the main purpose of holding this seminar?

**Prof. Lam Chi Chung:**

Firstly, it is necessary to explore why a revision of the present new syllabus is essential. In the past few years, there was a proposal to provide 4 years of University education and 6 years of secondary education. Due to the economic recession, the government has not made a final decision on what to do with the proposal and it has now been withheld. It seems that in the years to come, the present system will still be adopted. Therefore it is now a suitable time to think about a major revision of the A-Level syllabus.

Secondly, the first group of S5 students under the new geography curriculum are expected to graduate in Aug. 2005. To ensure a coherence in the geographical learning, a new A-Level curriculum, which can match with the inquiry approach of the S1-S5 curriculum, is deemed necessary.

With such a background, a working group has been formed under the HK Examination and Assessment Authority (HKEAA). They will present some initial ideas on how the new A-Level curriculum should be going. They will also present some initial ideas on the future direction of the new A-Level curriculum.

**Reporter:**

Are there any other reasons for a revision of the A-Level Geography Curriculum?

**Miss Jenny Yau:**

In the past, the major function of A-Levels was to prepare students to enter universities. Data of recent years has revealed the fact that only a small percentage of students taking A-Level Geography chose to study Geography in the universities. A new geography curriculum which could be flexible enough to prepare students for other development, train their generic skills and equip them with the latest information technology (e.g. Geographic Information Systems (GIS)) may be worth considering.

**Reporter:**

What is your opinion about the focus of the new A-Level Geography curriculum?

**Miss Jenny Yau:**

It is hoped that the new S6-S7 curriculum can focus on three main areas. Firstly, it should be more academic than the S1-S5 curriculum. Secondly, it should emphasize on a high level of thinking which involves higher levels of analysis, integration and assessment. Thirdly, the curriculum should prepare students for higher education.

**Reporter:**

Is there a time schedule for the implementation of the new curriculum?

**Miss Jenny Yau:**

To ensure the continuation of the newly adopted S1-S5 curriculum, it is hoped that the new S6-S7 curriculum could be implemented in Sept. 2005. Nevertheless, the date is not yet fixed.

**Reporter:**

As a secondary school geography teacher, what problems have you encountered when implementing the existing A-Level Geography Syllabus?

**Mr. Ip Kim Wai:**

From the perspective of students, their A-Level Geography result depends heavily on their 'luck'. The present syllabus to them is too broad and too deep.

In addition, geography is really a very flexible subject. For example, the concept of 'Distance Decay Mechanism' can be applied in explaining both the environmental lapse rate and the change in land rent with increasing distance from the city centre. However, the study framework is completely different. Such flexibility is difficult for students to handle.

**Reporter:**

In designing the new A-level syllabus, what should be main areas of concern?

**Mr. Ip Kim Wai:**

The new syllabus should neither be too restricted, nor too flexible, so that there is a certain degree of breadth and depth whereby recent relevant events can be included. A balance between flexibility and restriction should be ensured. In other words, the following four areas should be taken into consideration: 'breadth', 'width', 'relevance' and 'recency'.

**Reporter:**

What is the trend of change in geography education in recent years?

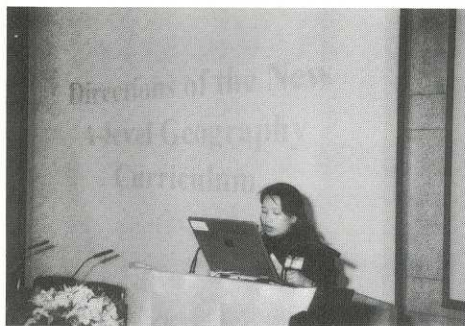
**Dr. Loo P.Y., Becky :**

I would like to look at this change in 4 different perspectives:

Firstly, the role of senior secondary education has undergone drastic change in recent years. In the past, senior secondary education mainly aimed at preparing students for



# A-Level Geography



university education. Now, it has extended to become part of general education. With reference to the former function, the existing A-level geography curriculum adopts a system and landscape approach which is not well linked to the present approach of the university geography education. Following the

'Principles of Coherence and Consistency', there is a need for a change in the present A-level geography curriculum. This not only benefits students' learning, but also renders the teaching of A-level geography more suitable.

As part of general education, the new A-level geography curriculum should also prepare students for further studies in areas other than geography, since few of them will choose to study geography in the university. It would be necessary for the new curriculum to acquaint students with problem solving skills. This may include general generic skills such as the skills in communication and co-operation, but it should also include skills that are unique in geography such as field study skills, GIS, map reading and statistical skills. Environmental education should also be an essential element.

Secondly, geography education has also moved towards 'Global Citizenship and Pluralism'. We should prepare our students to be aware of their role as a HK citizen, a Chinese countryman and as a member of the global community. Problems such as unemployment in HK or global warming are not only a local problem, but also a regional and a global problem. Geography education plays its unique role in investigating these problems from multiple perspectives in a range of spatial contexts.

Thirdly, the future geography curriculum should also regard 'Regions as a core concept'. The use of case studies provides a good link between the human and physical geography of these regions.

As such, there is the trend to strike a balance between physical and human geography. Sustainable development is a key concept that enables the integration of these two pillars of geography.

## **Reporter:**

Which concept of the existing curriculum is valuable and should be kept in the new curriculum?

## **Miss Liu Yee Man, Karen:**

The people-environment system is a very important concept that is worth keeping. It can help students to understand how people influence the environment and how people are restricted by the environment. Through the learning of the people-environment relationship, students may start to appreciate the beauty of nature and become concerned more about the environment.

## **Reporter:**

The present curriculum allows teachers to choose the case studies. Do you think the new curriculum should follow this practice?

## **Miss Yeung Ming Wai, Pauline:**

The present curriculum requires and allows a wide choice of case studies at various scales from Hong Kong and around the world. This has the advantage of allowing flexibility in learning and cases encountered in daily life can be chosen to meet the interests of students. Current issues such as globalization, China's entry into the WTO could be included if so they are relevant to the curriculum. However, several problems arise with such flexibility. There is often not enough time to discuss so many examples, which have to be at various scales from different parts of the world. Finding relevant recent examples is also difficult. If the examination questions only require general application of cases or the analysis of the three physical landscapes, as stated in the curriculum, students could handle them without too many difficulties. However, if the questions require the use of the remote and specific cases, problems may arise. Thus, there should be a balance between the 'free choice of case studies' and 'assigned case studies' in the coming new curriculum.

## **Reporter:**

With respect to the advancement in geographical techniques, what new elements should be included in the new curriculum?

## **Prof. Lam Chi Chung:**

The inclusion of Geographical Information System (GIS) is worth considering. GIS is already common use in geographical studies and is also a useful tool in learning geographical concepts. The inclusion of GIS into the programme will help students to develop IT skills, which are in fact one of the 4 major areas in the curriculum reform. In addition, the status of geography may also be raised as a result!

## **Reporter:**

Is it really possible to include GIS into the new syllabus?

## **Prof. Lam Chi Chung:**

Before answering this question, the necessity of including GIS in the new syllabus was reexamined. Upon reconsideration, it was still found that GIS is not only relevant in academic geographical studies, but also in many other areas, such as urban planning, in the years to come.

With respect to the IT skills of our new generation, GIS should be within the reach of our sixth form students. Practically speaking, the schools also have enough hardware for the teaching and learning of GIS. However, the availability of the GIS software and the teachers' nescience of GIS may pose relatively greater problems. Yet, if there is funding for commercial vendors to design software for teacher training, together with the commitment of the teachers, these problems can still be resolved, allowing the path to the possibility of having GIS in our new syllabus.

## **Reporter:**

Are there any new ideas in the assessment methods of the new curriculum?

## **Mr. Lam Yip Wang:**

Two assessment tools have been thought of and discussed in our working group. The first one is a 'Decision-making question'. This is type of question based on given geo



## Advanced Level Geography Teachers' Views on and Practice of Enquiry Learning in Teaching Environmental Issues (I)

Stephen Pui-ming YEUNG

### Introduction

Enquiry teaching, which has been defined in many ways by theorists (see for example, Cox, 1973) and curriculum agencies (e.g. Curriculum Development Council, 1992) is basically an approach by which students are asked to raise questions, gather and analyse information and make decisions independently on the basis of evidence. It is considered as being more effective than didactic approaches for the development of long-term cognitive objectives in general and for the growth of environmental understanding in particular (see for example, Marsden, 1995). In contrast, didactic teaching is considered as useful only for short-term understanding and imparting the knowledge needed for passing examinations (Curriculum Development Council, 1992). This paper is the first part of report on a study (Yeung, 1999) which examines whether enquiry approaches are more effective than didactic ones (a) for students at different academic ability levels and (b) in the short term and in the long term in a formal classroom context. Reference is made to geography classes at the Advanced Level in Hong Kong because of the strong emphasis of the subject and its curriculum on studying the interaction between people and the environment (Curriculum Development Council, 1992; McKeown-Ice, 1994). Attention is directed towards how teachers usually teach and the rationale behind.

### Research methodology

The teachers in all the 330 schools in Hong Kong were sent a questionnaire about their demographic and school

background, their approaches and objectives, and their views towards the nature and effectiveness of enquiry teaching. A random stratified sample (N=48) of the responding teachers was asked to teach the topic 'Man-environment relationships in selected natural landscapes' with either an enquiry approach or a didactic approach. A set of guidelines about teaching content, objectives and approaches and a set of supporting resource materials were provided to each teacher.

### Results and discussion

Two hundred and fifty five teachers completed and returned the questionnaire. They agreed that they should act as managers of learning and that enquiry would be useful for developing an understanding of environmental processes. They were aware of the usefulness of issues for stimulating thinking. However, there were worries about the extra resources, time and preparation work required. Not many teachers were sure about the suitability of using enquiry approaches with lower ability students and for teaching about natural landscapes.

Factor analysis suggested that a wide range of methods was used in the classroom but only teacher talk and explanation with the aid of notes, blackboard and examination papers were common. Issues-based enquiry-oriented methods had only been used 3 to 4 times in a year. This is a surprising trend because of teachers' favourable opinions for enquiry teaching, but is not very different from the cases in many Asian and Western educational systems alike (Greenall-Gough, 1990; Lee, 1993). Its occurrence



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# A-Level Geography

can be attributed to declines in student academic ability, the shortage of resources and information, and the rapid increases in teacher workload in recent years. The heavy cognitive orientation of public examination papers and a lack of teacher training in a high-pressure, all-busy school environment (Yeung, 1999) are also responsible.

## Ending notes

The second part of this study, which will be published in a later issue of The Hong Kong Geographer, will discuss how teaching approaches can affect the development of environmental understanding. The author would like to take this opportunity to thank all the teachers who have taken part in the questionnaire survey or the interviews without which the study would not be possible.

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## Book Review

**Title: The Dynamics of Industrial Location**

**Editor: Roger Hayter**

Roger Hayter's excellent book is an up to date and highly relevant resource for geography teachers who will be teaching the heavily revised section on industry in the new HKCEE syllabus of 2003. The book is divided into 4 parts: (I) The problem of industrial transformation, (II) the location of factories, (III) the manufacturing firm and geography, and (IV) production systems and local development.

Part I's chapters provide a general background on industrial dynamics and include a discussion of the theoretical approaches to industrial geography and historic and geographic dimensions of change in global manufacturing activities.

Part II's chapters include much relevant material for the new HKCEE syllabus. The 1<sup>st</sup> chapter provides an extensive discussion of location factors and the effects of them on the location of head offices, R&D facilities, factories, branch plants, high-tech manufacturing, among others. It also includes the geographical applications of the Product Cycle Model. The next 3 chapters summarize the theoretical underpinnings of industrial geography. They include examples of empirical analyses of location decision making, applications of neo-classical economics in industrial location, explanation of the location in terms of variations in the cost structures (e.g., transportation costs) and discussion on the role of the decision maker's behaviour and corporate strategy in the locations of the firms and the shaping of the industrial landscape. Corporate strategy and decision making behaviour are particularly complex and involve firm-level factors (e.g., organizational structure) and the external environment (e.g., government policy). This culminates in a discussion on the internationalization of firms, multinational activity and the location dynamics of foreign firms in a host country.

Part III's first 3 chapters examine the process of the formation and growth of firms from a new and small firm to a medium-sized firm to a multinational firm and these 3 are dealt with separately in their own chapters. In the case of multinational firms, the author includes examples of Japanese, American and German firms to highlight the competitive characteristics of each of them. The final chapter looks at the effects of corporate restructuring

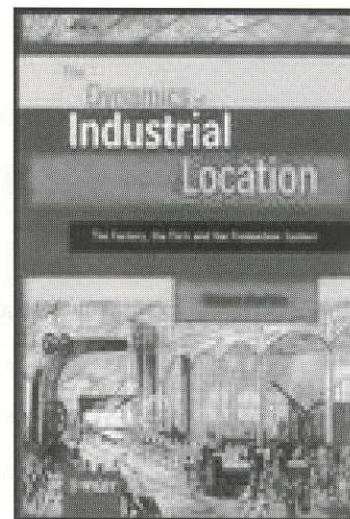
in terms of labour, production, technology, organization and product markets. It also compares the Fordist model of production with flexible manufacturing.

Part IV's chapters also include much relevant material for the new HKCEE syllabus. It first talks

about the formation and characteristics of new industrial spaces such as the role of subcontracting and networks and the author uses Japan's motor industry and the Silicon Valley's information technology industry as examples of these. Finally, the last few chapters of the book look at various aspects of the impact of industries on a region, the role of foreign firms in a host country, the problems associated with deindustrialization, the rejuvenation of industrially declining regions and the effects of industrial transformation on employment.

The book was compiled from a vast amount of literature so one could also make good use of the author's excellent bibliography, if one is interested in furthering his/her knowledge in specific topics.

The main strength of this book is its well organized structure, clear explanation with straightforward English and the details and depths of the author's presentation. This presentation includes a good use of relevant theories, examples and comparisons and the author has also gone a step further to explain and evaluate the newest industrial location phenomena. The main drawback of this book is the author's use of relatively few examples from newly industrializing and developing countries as they are now very important components of the world industrial system. Much multinational activity is already active in many of these regions, due to certain advantageous location factors. Future editions of this book would benefit by using more examples from these regions. Overall, it is an intellectually stimulating book for geographers and others interested in industrial transformation.



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