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編者的話

野外考察是地理教學中重要的一環，它的教育意義是不容置疑的。由於八仙嶺山火的不幸事件，部分教育界人士對野外考察的信念有所動搖，我們覺得需要深入去反思野外考察這種教學活動，故特別把野外考察定為今期的主題。

今期的文章從多方面去探討野外考察的功能、現況和困難，我們希望透過這些文章，能讓同工們思考。我們謹以這一期的文稿獻給在八仙嶺英勇拯救學生而犧牲了性命的地理科老師王秀媚小姐。

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Special Issue on Field Study 本期專題：野外考察



香港地理學會

HONG KONG GEOGRAPHICAL ASSOCIATION

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主席的話

「時窮節乃現」馮堯敬紀念中學地理老師王秀媚小姐在一月十日八仙嶺一場山火中，不幸與同事周志齊老師犧牲了。他們以自己的生命，救援年幼的學生，堅守崗位，履行老師的責任到生命最後的一分鐘，王、周兩位無疑體現了人類社會中最崇高的精神，也足明證他們在平日教學生涯之中是如何的不平凡。

今天社會風氣日漸變壞，學生愈來愈難管教，中小學老師背負的責任是多麼的沈重！多麼的艱難！但是，社會究竟對默默耕耘的老師給了多少的支持和鼓勵？今天愈來愈少有志氣、肯盡責任的年青人，選擇教育為終身職業。事實上，商業社會逐漸蠶食教師的尊嚴和社會地位，部分人士更把一小撮不負責任老師的行徑視為所有教師的操守，使不少負責任的教師蒙上不白的污點。

王秀媚老師的高尚情操和勇於負責的氣質，使人們重新認識到當教師的責任和光榮。王老師今次的犧

牲，假如能夠使老師們，特別是經常帶隊到野外考察的地理老師們，充分反省一下，在自己的崗位上，加倍對自己的要求，加深對野外考察教育意義的認識，也加強野外考察的預備功夫和裝備，切實地教育好下一代，使社會大眾對老師們的責任感進一步加以認同。如此，王老師的志願將可以由大家在更廣泛的層面，更廣闊的空間上加以完成。

個人生命誠是短暫的，人類社會能夠生生不息地進步，有賴更多的好老師。願我們以更多的愛心、關心，舉辦更多的野外考察，與學生在課室和書本以外作更多的溝通和講授，來完成這一偉大的工作，是為悼。

朱劍如
香港地理學會主席

吉澳、鴨洲、荔枝莊地理考察

香港地理學會在五月初舉辦了一次地理考察。這次考察特別邀請了地質學家黎權偉先生擔任領隊。

當天一行三十多人從馬料水乘船出發，沿赤門海峽北行，經過娥眉洲，抵達吉澳。先在船上近眺吉澳東北涌灣一帶的斷層，然後在吉澳碼頭上岸，穿過市集，向東北行，到達了東澳灣。灣寬約300米，屬於中礫和漂礫沉積海灘。在附近的長石咀，可找到香港早有的石灰岩。此外，這裡亦可看到凝灰岩和粉砂岩的斷層帶。吉澳碼頭附近有居民利用魚排飼養海鮮，加上島上的幾間食肆，是島民的主要收入。

在吉澳午膳後，我們乘船到鴨洲。鴨洲狀如一隻浮在水面的鴨子：頭向西北，尾翹出東南。這裡最大的特色是整個島嶼也是嶙峋的角礫岩，島的北端有一個海蝕拱，由貫通的海蝕洞經過地殼上昇而形成。洞孔高可容一人，寬約6米，狀如半闔的眼，附近

也有很多海蝕隙和海蝕洞。島上人口稀少，祇餘下一些老年人看守「大本營」。

回程時，船停荔枝莊，正值水退。碼頭西側100米處，有一個沉積海灘，灘上多處的沉積岩有明顯的褶曲現象，是搜集沉積岩樣本的好地點。

吉澳、鴨洲和荔枝莊三個地點，都很適合高中學生進行地理戶外考察，認識海岸地形和岩石、漁村的人口老化、聚落和經濟活動，很值得向同工們推介。

楊本基
神召會康樂中學

堅定不移

八仙嶺山火慘劇，導致多名師生傷亡，是極度可惜的不幸事件。教師捨身成仁的善行，同學互相扶持的精神，實在令人肅然起敬。看到劫後餘生的師生，逐漸從悲傷中恢復過來，化悲傷為正面動力，矢志學習，把教學和工作做得更好，是可喜的事。

在報導這一次事件中，傳媒作了某種程度的改動，減少了惡意挖瘡疤的行徑。但是部分人士仍然對學校安排課外活動，特別是在郊野進行的活動，提出很多的質疑。這一點是值得我們注意和討論的。

作為一個推動香港地理活動和地理教育工作的專業團體，我們一直不斷肯定地理科戶外考察的重要。戶外考察和其他戶外課外活動是極具教育意義的。它可增強學生學習興趣、鞏固學生的學習成果、拓展學生的眼界、親身感受現實周圍的一些事物等等。凡此種種，均非課堂內活動可以取代。因此，還有不少熱心的學校和教師，本著專業精神，面對安排課外活動所帶來的額外工作量，仍堅持組織各類型的課外活動。

今次意外的成因還有待各方面的檢討。我們希望這一次檢討的取向，不要採取鴛鴦政策，也不要來一個「斬腳趾避沙蟲」。檢討時，應首先肯定課外活動的重要，然後是提出如何在更安全的情況下進行這些課外活動。在保障學生和老師安全的大前題，我們也應避免製訂太多規條，因為這會妨礙學校及教師舉辦課外活動的動機和熱誠。

其實，教署一直提供給學校舉辦課外活動的資源很少。一些簡單的器具和少量的財政支援已經是很有用。例如提供流動手提電話便可增強在戶外活動師生與學校及其他人的聯繫，有需要時可互相聯絡及通知有關當局。我們深切希望有關當局在檢討這次意外時，能多從鼓勵安全的、富教育性的課外活動入手，也希望社會人士支持課外活動。意外就是意外，絕不應因噎廢食。讓我們營造一個更佳的环境，使我們的教育同工和學生能繼續和發揚周志齊和王秀媚兩位老師的理想。

林智中

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Forthcoming Events



Teaching of Map Interpretation in Geography at Advanced Level



Modern Geography and GIS

The State of Geographical Fieldwork in Hong Kong Secondary Schools

Introduction

This paper attempts to review three pieces of research which may help us to have a better understanding of the state of fieldwork in Hong Kong (Ip, 1988; Lai, 1994; Wu, 1992). They were mainly questionnaire surveys on teachers' attitude towards fieldwork, characteristics of fieldwork conducted and students' participation in fieldwork events.

What are teachers' attitudes towards fieldwork?

Lai (1994) and Wu (1992) , in their studies, found that teachers generally displayed a highly positive attitude towards fieldwork. The functions of fieldwork were ranked in the following order:

- 1. illustrating concepts learnt in class, allowing direct contact with objects, helping identification of features and understanding spatial relationships, reinforcing classroom learning;
- 2. practising techniques like map reading and photo/diagram reading;
- 3. promoting teacher-student interaction, group interaction and cooperation;
- 4. providing enjoyable and motivating experience for students; and
- 5. increasing environmental awareness and concern.

These findings indicate that teachers are generally more positive about the cognitive and skill objectives of fieldwork. They are slightly less certain whether fieldwork is a motivating experience for their students, and whether it helps the students to develop an attitude of appreciation and concern for the environment. When asked the relationship between fieldwork and examinations, over 40% of the teachers did not agree that they conducted fieldwork because it would help their students prepare for examination (Lai, 1994).

What are the characteristics of fieldwork?

Methods

The surveys asked the major techniques teachers used in fieldwork. Lai reported that 60% of the teachers always

provided base maps to their students; about 60% always or often asked their students to collect data or complete worksheets; and over 80% always or often asked their students to work in groups. However, over 10% of the teachers reported that they seldom or never engage their students in any of the above.

The main techniques used as indicated in Wu's study were "visit, look and see" (90%), "taking photographs" (88%), "using map reading skills" (80%), "observing" (78%), "taking measurements" (70%) and "questionnaires" (63%). Forty percent reported using hypothesis testing. When teachers were asked to state their approach to fieldwork, it was reported that over half adopted the "field teaching" approach and less than one-quarter used the "field research" approach. (Ip, 1988)

As shown in Table 1, most teachers always briefed their students the purpose of the fieldwork, but only one-quarter always conducted follow-up sessions after returning to school. In fact, one in six teachers claimed that they seldom or never conduct follow-up sessions (Lai, 1994).

Duration

Most fieldwork lasted for one lesson or half a day, while for the senior forms, most of them lasted for a day and nearly two-thirds of the fieldwork sessions took place in school holidays (Wu, 1992).

Location

Most fieldwork were conducted in areas far away from the school. Less than half of the teachers used neighbouring area of their school for fieldwork (Ip, 1988; Lai, 1994; Wu, 1992).

Frequency

All the three surveys showed that, in an academic year, less than 30% of the schools conducted fieldwork in Secondary 1 to 3, with Secondary 2 the lowest. In the senior forms, most Secondary 4 and 6 levels had some form of fieldwork, but much less fieldwork were conducted for Secondary 5 and 7 students. These percentages, with the exception of S4, are much lower than the corresponding data in England (Arthern, 1985, cited in Tilling, 1993).

Table 1 Activities Before and After Fieldwork

	Always	Often	Sometimes	Seldom	Never
Briefed the students the purpose of the fieldwork	65.1	15.9	11.1	4.8	3.2
Conducted follow-up sessions after returning to school	27.0	28.6	28.6	6.3	9.5
Requested the students to write fieldwork reports	28.6	31.7	28.6	6.3	4.8

(*All figures are in percentage)

(Lai, 1994)

What are the barriers of fieldwork?

In carrying out fieldwork, teachers encountered. They were, in descending order: safety concerns, inadequate number of staff for supervision, large number of students, difficulty to find time, lack of suitable venues and lack of training of some teachers. The problems of heavy teacher workload and inflexible time arrangements in lower forms are also identified. Only a minority of the teachers stated that financial costs and lack of ideas for fieldwork were difficulties they encountered (Ip, 1988).

These findings are similar to studies elsewhere (e.g. Tillings, 1993), with the exception that teachers elsewhere frequently mentioned lack of finance having a negative effect on the level of fieldwork provision.

Discussion

The studies mentioned in this paper show that teachers hold positive attitudes towards fieldwork. But many geography teachers seldom take their students to the field, particularly at the lower secondary level. As the difference between intention and practice is a much more complex issue than it may appear (Lai, 1995) it is important for educators to identify and understand teacher conceptions which influence the quantity and quality of fieldwork experiences.

Moreover, studies have shown that fieldwork in practice is often very different from what the curriculum developers have intended. Despite teachers' efforts, some students were often found unmotivated and occupied by trivial activities. In Hong Kong, there has been very little research

on the teaching-learning processes of fieldwork. The three studies reviewed in this paper were primarily concerned with the state of fieldwork, constraints on its implementation and teachers' attitude studies. Exploratory studies by the author suggested that more attention must be paid to the understanding of the field as unique learning milieu and the importance of the social-emotional context of fieldwork learning (Lai, 1996).

The studies reviewed also reveal that many teachers did not make use of the schools' surroundings for fieldwork. In fact, the immediate school environment often provides ample resources and opportunities for conducting fieldwork and its potential is often under-estimated (Lai, 1984). More encouragement should be made in this area because such types of fieldwork would allow teachers to organize more short-duration fieldwork sessions for their students, particularly those for the lower forms.

Lai's survey (1994) also indicates that many teachers probably did not pay adequate attention to the briefing and, particularly, the debriefing processes. Fieldwork is an experiential activity with a pedagogic purpose, it must be realized that the preparation and follow-up sessions are important components of the teaching-learning process. Conscious reflective activity by the students is needed before, during and after the fieldwork experience.

Many geography educators in Hong Kong have long upheld the contribution of fieldwork to the study of geography. It is hoped that a better understanding of the state of fieldwork in schools will help to underscore the need of more research on fieldwork as a teaching and learning strategy.

Table 2 Percentage of Teachers/Schools Which Did Not Conduct Any Geographical Fieldwork

Level	Wu 1990/91	Wu 1991/92	Lai 1993/94
S1	73.4	69.9	88.1
S2	79.7	77.6	89.6
S3	78.3	72.7	89.6
S4	30.8	28.7	52.9
S5	45.5	46.9	67.6
S6	46.9	36.4	61.8
S7	67.1	67.8	70.6

Notes: (1) Lai's "no-fieldwork" conducted figures are higher than Wu's probably because they represent responses from individual teachers and not from individual schools.

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野外教育的我見

許永豪

環境教育 寄情野外

在中學眾多普及的科目裡，哪兩科是與野外環境學習有著密切的關係？對了，還不是地理科和生物科！

本港目前的中學會考課程裡尚未有一門獨立的「環境科」，地理與生物科便肩負了推廣環境教育的使命了。

無獨有偶，我校在九五年九月才成立的環境教育組，委任了生物科科主任周志齊老師為正召集人和地理科科主任王秀媚老師為副召集人，負責在校內調動課內及課外的活動，推廣環境教育，把大自然及環境保護的意識帶到同學的校園生活經驗裡。可惜，當各項計劃的籌備工作正是密鑼緊鼓之際，孰料九六年二月十日的一場無情山火，奪去了這兩位召集人的性命，一時間摧毀了這個負責推廣環保教育的委員會及二程藍圖。

不過，環境教育本來就是一種野外教育，為了賦予它應有的生命力，我們還是需要去野外環境進行體驗、考察的。

地理學習與野外教育

地理科是一門探討「人地」關係的學問。在會考地理科「課程綱要」裡肯定了實地考察的重要性。例如剝蝕作用河流作用及海岸作用；甚至農業系統及城市土地利用等課題，綱要均主張「引用本地例子」，並「應盡可能作實地考察」，以符合「人地」探討方式。為了實現這些目的，我所認識有很多熱心的同工，已有為學生組織考察旅行或實習營。

不過，現實制度與生活的種種壓力，無時無刻不在磨蝕我們的熱誠和勇氣。老師的教學時間表，哪裡有甚麼「考察」堂？考察學習一般只能安排額外於週末或學校假期進行，老師要向

家人解釋何以在放假的日子仍要到戶外出勤；學校的校長可能會以避免發生意外為理由，對地理考察澆冷水。現在大多數的學生，有不少是認為即使沒有實地考察經驗也不妨礙考取好的成績，那麼幹嗎地理科老師要冒日晒雨淋的風險呢？要堅持舉辦戶外考察活動，是何等的「知易行難」啊！因此，我們向堅持帶領學生走出課室到戶外進行學習活動的老師們致敬，因為他們本著職業的良知、憑著赤誠之心，突破障礙和壓力，力求取得完美的地理教育效果。

五育並重與野外教育

完美的教育，貴乎五育並重。這個理想是人們常常掛在嘴邊，卻未必認真做到的。傳統的教育評估制度是偏重學生的智力因素（即學業成績）而忽略了餘下的四育。如果是教授第一、二組別學生的教師，傾全力於課程講授，樂此不疲，對這些學生和老師來說，甚麼「德育」「群育」「體育」「美育」也是錦上添花的。不過，全港學生當中有不少是「成績較遜」或「成績不逮」的第四、五組別學生。他們的智育水準固然脆弱，但他們的「德育」「群育」「體育」「美育」文化和概念更「較遜和不逮」的面對這種處境，「五育並重」不再祇是掛在老師嘴邊的理想，而是具體的當前急務。我們要挽救自我形象低落的在學青少年，就必須讓他們提高學習的興趣和發揮潛能，並從不同領域的成就中獲得鼓勵和啟發。要達至這樣的效果，「教育」必須是廣義的；換句話說，我們絕不能單靠發展學生的智力因素，正如本校校監林貝聿嘉女士在談及學校的使命和方針時分析說：

「……我們辦學有偉大的使命，是為社會準備下一代的接班人（即明日的主人翁），我們尋求全人教育，德智體群美五育並重，長遠而言，我們願得英才而教育之，但在新區興學，諸多困難，本校形象及聲譽偏低，大量成績遜色的小六學生連年派來入讀中一，我們並不能拒諸

門外，在此階段，強化德育等智力因素以外的教化是較易取得立竿見影之效。從治理初中入手，希望在幾年之內本校可以擺脫主要取錄第四、五組別學生之現況，從而反映小六家長對我們信心的增加。……」

回顧本校創辦五年，校園生活發展進程可謂曲折之至。大抵在建校初期，學校尚未意識到五育「並重」之迫切性，花了很多時間和資源在課室教學及課程編制上。其他支柱式的環節並未及時發揮積極作用，例如課外活動編制是「姿勢」多於「實際」，公民及道德教育亦流於紙上談兵……在整整幾年的歲月裡，學生們以返學為苦差，動輒遲到、缺課或逃學均面不改容，又以攪破壞為樂事，校園紀律、課室秩序或學校公物均在破壞之列。試想，面對這樣的校園文化，只顧埋頭設計智育，而無視學生們對校園生活死心的事實，能夠解決問題麼？

前事不忘，後事之師。打從一九九四年秋天開始，學校決定認真地把五育「並重」起來，新校長首先提出改善校園文化，要同學從生活中學會積極、合作，要同學發揮到潛質及得到成就（哪怕是智力因素的項目），要同學熱愛上學及留戀校園。因此課外活動組恢復設立四社，並推出「豐盛校園生活獎勵計劃」，輔導組以「校園生活多姿采」為全年主題，並推出「校園先鋒隊」，德育組亦推出「每週格言」及創立「生活教育」科；至於經過重組後的學會亦積極摸索經驗，相繼舉辦了多姿多采的戶內和戶外活動。本校的「金腳遠足計劃」，就是在這個背境下誕生的連環活動項目。它有效地針對著年青人對自己幻得幻失的心態，通過遠足和登高，達至擴闊視野和胸襟，通過克服障礙，互相幫助和自我成就。「金腳計劃」的領隊周志齊老師曾寫道：

「…同學因為能夠接觸大自然，都感到十分雀躍。沿途上，同學們談笑甚歡，他們的笑聲充滿整個山林。事實上，兩次的行程並不容易完

成，所花的時間至少三小時。因此，必須要有堅毅的意志和持久的忍耐力方能完成整個行程，但同學們從沒有半途而廢。相反，為激勵士氣，大家在路上不斷地喊著口號，那份團結而激昂的氣氛必須親身參予才能領略得到。在每次行程完結之後，同學都感到十分成功及滿足，並熱切地期待著下一次的旅程。」

野外教育空間常在

八仙嶺山火意外，是本校辦學理念的一次沉重打擊。影響所及，人心惶惶，在復活節假期的一些戶外活動，變得慘淡經營；第二屆野外定向錦標賽祇吸引了二十多位參加者；男童軍的基地露營活動則只有二師五生！幸好這種心理陰影已開始慢慢減退，例如本年度金腳遠足計劃的最後一次的參加人數，已回復至四十多人，當中還包括學生的家長哩！

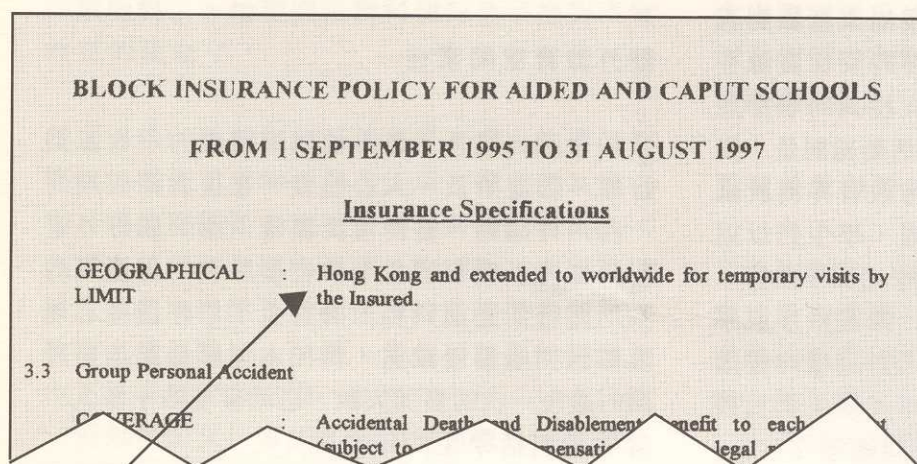
一場無情山火雖然帶走了風華正茂的生命，但卻不可以消滅我們的勇氣。我們一定不會錯過「課餘」和「野外」給予的廣闊空間和機會。

許永豪

香港中國婦女會馮堯敬紀念中學

Is the sum insured under the Block Insurance Policy adequate?

With reference to the recent fire which occurred at Pat Sin Range resulting in the tragic deaths of 2 teachers and 3 students, our chairman, Dr David K. Y. Chu, had sent a written enquiry to the Director of Education enquiring about the precise terms and provisions under the insurance policy which may be applicable to teachers undertaking field excursions and trips with students. Reply from the Education Department and our feedback are shown below.



教育署
Education Department

本署編號 Our ref: ED(SCH) 1/10/88 IV
來函編號 Your ref:
電話 Tel. No.: 2892 6655
傳真機號 Fax. No.: 2891 0512

Mr David CHU
Chairman
Hong Kong Geographical Association
Tsim Sha Tsui Post Office
P O Box No. 97553

Dear Mr Chu,

Thank you for your letter regarding existing insurance coverage for teachers' trips with students.

Government places great emphasis on the safety of teachers and pupils, in school and particularly in extra-curricular activities. In this connection, the Government has arranged insurance to cover all aided and caput schools from 1 September 1995, to all schools provide the Block Insurance Policy: a copy of which is enclosed.

In brief, the Block Insurance Policy covers against employees' compensation liability is limited to HK\$200,000,000 per event and the latter, to HK\$7,500,000, also carries a special provision for death or disablement independent of the compensation. In the event of accidents occur whilst the pupils are on school trips, the sum insured is limited to HK\$20,000 for each pupil. There is a possibility of revising these limits.

Insurance for Government employees is direct.

It is our firm conviction that participation in healthy outdoor activities and sports activities with enhanced safety precautions are essential. Our guidelines to schools on outdoor activities are attached. We would like to see the Association for support on this.

Our response:

This is a piece of good news. The present insurance policy covers trips outside Hong Kong.

Our concern:

Is \$20,000 too little? In cases where a student was disabled, the financial burden of his/her family will be very heavy unless he/she comes from a very wealthy family.

Our response:

We fully support the Education Department's firm conviction. Extra-curricular activities such as geographical field studies, is essential in the learning of important geographical knowledge, skills and attitudes.

Our stance:

The HKGA will continue to promote field work in schools by organising seminars and field trips, and publishing fieldwork materials.



來函編號 Your ref:

電話 Tel. No.: 2892 6655
圖文傳真 Fax. No.: 2891 2593

Headquarters Unit
Schools Division
1101 Wu Chung House
213 Queen's Road East
Wanchai, Hong Kong

23 August 1995

To: Supervisors/Heads of all aided schools
(including special schools) and caput schools

Dear Sir/Madam,

**Circular Letter to all Aided Schools and Caput Schools
Block Insurance Policy for
Public Liability, Employees' Compensation and Group Personal Accident
1995/96 and 1996/97 School Years**

11/F, Wu Chung House
213, Queen's Road East
WanChai
Hong Kong

26 March 1996

This is to advise schools that the period covered by the 1993 - 1995 contract on the captioned policy for aided schools as offered by The Ming An Insurance Co (HK) Ltd will expire on 1 September 1995. The Government has, with the assistance of the insurance consultant, arranged insurance coverage for public schools.

The Notice of Insurance in respect of the employees' compensation insurance which you as employer are required by law to display at the school premises and the Certificate of Insurance in respect of the school, in lieu of the insurance policy, will be issued by the Education Department. Please contact The Ming An Insurance Co directly before 1 September 1995. Certificates of Insurance are not issued for the period of the school being uninsured or public schools.

Failure to do so may result in your school being uninsured for public liability, employees' compensation and group personal accident risks upon expiry of the present policy and any legal and financial consequences thus arising shall be borne by the school management committee.

Schools should also note that staff who are not on the Government subvented payroll (i.e. pay through Salaries Grant or Administration Grant for aided schools and Per Caput Grant for caput schools), are not covered by the Block Insurance Policy. Schools should arrange their own insurance to cover this type of staff, if any.

Schools may, on behalf of parents, arrange with any insurance company separate insurance policy to cover personal accidents of students during school time or whilst the students are participating in any school activities. Parents may be requested to pay the premium and should have the full discretion in accepting or not accepting such an arrangement.

Yours sincerely,

Our response:

According to this clause, professionals invited by the school to help conducting field work and who are not employees of the schools, are not covered in the present policy. This is a loophole which may cause many problems if accidents did unfortunately arise. It would be much easier for schools and teachers if the Education Department to negotiate with the insurance companies to cover part-time staff and guest speakers.

Our worry:

It is not practical for parents to negotiate with insurance companies each time to cover their children's extracurricular activities.

As a whole, the present policy needs to be improved. It would be desirable if the Education Department would take the initiative to negotiate a new policy to provide more comprehensive and better cover of both the school authority, teachers and students. This is important if we are to regain parents', students', teachers' and school administrator's confidence in organising and participating in extra-curricular activities.

Editorial Committee

Yours sincerely,

S.T. Kwan
(S.T. Kwan)
for Director of Education

地圖闡釋與預科地理課程

楊錦泉 盧竹青

引言

香港地理學會於1994年秋去信香港考試局屬下高級程度會考地理科目委員會，希望他們正視現時預科地理學生忽視地圖閱讀及闡釋技能的學習。為甚麼香港地理學會會關心這問題呢？在這篇短文中，筆者試圖分析近年考生如何迴避有關地圖闡釋的考題，並提出一些改善方法。

高級程度考試的要求

香港高級程度會考要求考生能閱讀、明瞭及闡釋不同類型及不同比例的地圖及圖表；辨別及闡釋地形圖內不同景觀的自然及文化因子的相互關係。（註一）歷屆考試的試卷都有一題利用地形圖闡釋來考核地理概念，此地圖闡釋題目並沒有規定在哪個景觀命題，亦無硬性規定所採用的地圖是屬哪種比例，是本地的地圖抑或來自海外地區。

考生的表現

在最近五年，考生甚少選答地圖闡釋題；往往只有十分一左右考生選答此題，同組其他題目的比例卻高達七至九成。（見表一）由此可見

一般考生會避而不答讀圖的題目。從主考的評語中，亦可知選答地圖題的考生表現未如理想。

造成不健康現象的原因

1. 試卷形式的設計

地圖闡釋題目與其他題目混合在一起，考生可以自由選答。地圖閱讀消耗考生大量時間，考生望而生畏。在有限的時裏裡不選擇耗時的地圖題目可算是考生一個「明智」的應試策略。

2. 低年級訓練不足，高年級時無法掌握讀圖技巧

很多香港學生在中一級接受了讀圖訓練後，中二及中三級時因課程繁重，教學時間緊迫便忽略讀圖訓練。唸中四及中五時，又因中學會考地圖閱讀所佔考題甚少，忽略了地圖闡釋能力的培養。到了預科，老師如要重新教授會耗費不少時間。

3. 教學資源不足

中六課程的地圖闡釋教學材料不多見，將本港地圖結合地理概念的材料則更少。雖然教師可根據教育署訂定的標準設備購買所需地圖，惟地政處出版的地圖，面積比兩張課室的書桌還

表一：1991至1995年高級程度會考地理科地圖闡釋題考生之表現

年份	題號	選題百分率	同組其他題目 選題百分率	主考之評論
1991	5	25%	74%	未能從地圖舉出例證
1992	5	10%	90%	考生野外考的能力差
1993	2	10%	78%至88%	考生地圖闡釋的能力弱
1994	1	16%	52%至71%	考生未能研讀兩地圖的相關程度以致表現不佳
1995	2	6%	31%至91%	表現一般

要大，學生利用這些地圖作練習或測驗考試便諸多不便了。另一方面，教師還要利用有限的課餘時間去設計讀圖作業，畢竟是在繁重的教學工作百上加斤，怪不得師生們見了地圖教學便卻步。

解決不健康現象的一些建議

1. 改變考試試題設計的形式

若考試局把現在的地圖闡釋題改為必答題，地圖闡釋便變成了不可避免的東西，那麼考生的應考準備工夫定必改變，讀圖的重要性與地圖闡釋在師生心目中的地位必會大大提高，地圖作為地理學的一種重要工具的看法必被大家肯定。

2. 有關方面的支援

教育署或地理學科的組織若能為地理教師提供有效的教學支援，那麼地圖闡釋教學的推行，定會事半功倍。支援工作可以是製作合適的教材套；安排地政署將1:20,000的地圖複製在較細的紙張上供學校教學使用。又或考試局聯同地政署把會考應用的地圖加印，在試後售賣給學校使用。

3. 教師培訓

多年來部分地理師生已放棄地圖教學，有些現職老師可能也忘卻了如何在地理課堂教授地圖闡釋。若教育署或教育學院能為在職教師舉辦地圖闡釋教學法複修課程，讓教師更有效地掌握地圖闡釋教學法，將地圖闡釋重新結合在中學地理課堂，則很多地圖教學問題是可以迎刃而解的。此外，地理教師入職前的訓練是非常重要的，大學教育學院和香港教育學院在這方面是責無旁貸的。

4. 從初中做起，好好的培訓學生

要徹底解決地圖闡釋教學問題，最好是由中一做起。初中階段若沒有好的訓練，高中時又怎能順利推動地圖教學呢？據悉教育署正要修訂中一至中三的地理課程，未知在修訂的過程中，有考慮九十年代後期學生的需要之外，有沒有同時考慮加入地圖閱讀這個地理學科的要素呢？

要我們的學生好好地掌握地圖這一樣重要的工具，課程策劃者、負責評鑑的考試局同工與站在前線的教師均須共同努力，將地圖教學結合在不同年級和不同的景觀中學習才能收預期的效果。

註一：見香港考試局(1995)《一九九七年香港高級程度會考會考規則及課程》頁275

楊錦泉
天主教普照書院
盧竹青
香港道教聯合會玄圓學院第一中學

地理學會啟示錄

黃錦輝

「悶蛋」學會

「你的學校有沒有地理學會呢？」「當然有啦！」

「你是地理學會的導師嗎？」「是！」

「你認為你的地理學會成功嗎？」「這個嘛……？」

相信我們當中很多都是地理學會的導師，但是我們可有想過如何可以把地理學會辦得更聲有色呢？

當我加入呂祥光中學任教時，學校只有兩年歷史。「老校」要求我當地理學會導師，那時我的第一個反應就是：

「唉！真慘！要做這些『悶蛋』東西！」

說實在的，我寧願帶戲劇學會，也不想當這「悶蛋」學會的導師呢！中學時已無參與地理學會的活動，只因為它是一個學科的學會，是何等的乏味！但為了飯碗，你能不為「五斗米」折腰嗎？無可奈何，只好「強忍淚水」，接受這「挑戰」吧。

地理學會紀元的不歸路

第一屆的地理學會，有五十多人參加，大多是中五的同學。大家「盲中中」，辦了一兩次電影欣賞，學術講座等，滿以為很精彩吧！怎料到，只得小貓二四隻，慘淡收場，學期尾去太空館參觀，這次改了報名資格：「OPEN TO ALL」！呀！出乎意料，竟有百多人參加，而且多數是低年級的同學。你知道為甚麼嗎？原來他們家在屯門，絕少機會「出城行街街」，所以他們都趁這難得機會，到「大城市」呼吸一下繁華的空氣。

第二年，會員人數跌至歷來低點，只有二十餘人。怎麼辦？混混噩噩過了一整年。再這樣下去，我也許能得嘗所願，不用再帶領地理學會

了。但是誰甘願這樣子栽了自己一世「英名」？

咦！參觀太空館不是一個啟示嗎？同學們不是對一些校外活動得有興趣嗎？低年級的同學將是學會未來的主人，他們的投入參與，不是更值得加以鼓勵嗎？對！就這樣子辦。為自己的「蓋世英名」來個「大平反」！沒辦過地理學會？管他的！我當過HKU文學院學生會主席，把地理學會當作學生會辦，不是一樣嗎？主意拿定了，要好好策劃一下。找來了幾個中六的同學，將自己的構想跟他們詳細談一下。

「哈，呀Sir，你真坦白得可愛，就憑你這份坦白，我們願與你同打江山！」

聽了這樣的豪情壯語，差點掉下兩滴「英雄淚」。就這樣，我們踏上開創「地理學會紀元」的不歸路！

上課時，我們幾位地理老師千方百計，「威逼利誘」初中的同學加入地理學會。結果強差人意，只有二十多人參加。管他的！多有多做，少有少做。針對著初中同學活潑好動的特點，我們籌辦了數次校外活動：聖誕東坪觀星營、地理盃足球賽、復活長洲探奇洞、暑期「乞兒」夏令營等。此外，我們更印製《會員通訊》，製作會章，T恤，務求做到文、康、體、福，樣樣齊全。哈！果然不同凡響，到年終結算時，不但令會員人數增長三倍有多，更重要的是奠定了地理學會活潑過癮的特色。

集中設計新路線，帶領同學踏盡千山萬水，飽嘗疲累辛酸。此外，亦印製學會單行紙、推出會員獎勵計劃、鼓勵同學多參與、培養會員的歸屬感。更重要的是這年中，我們訂立了學會方針：

- 一、鼓勵同學多參與活動；
- 二、提高同學學習地理的興趣；

三、發揮同學的潛能。

轉眼一年，我們終奪得全校學會人數之冠，數字突破二百大關，並且更成為日後的「十連冠」，奠定了學校中的盟主地位，成為了學會中的「大哥大」，當學校五週年校慶開放日的時候，我們更佔領了二樓的大半層地方，做了多個各具特色的攤位遊戲，規模之大，參與人數之多，令我們領盡風騷。

往後每年籌組幹事會時，我都以這些前人努力的事蹟，訓勉新的會員。一方面讓地理學會的精神能薪火相傳，另一方面亦可藉此鼓勵新的幹事勇於開拓，突破舊有傳統。

今天，我校的地理學會會員人數已超越三百之眾，好幾項活動：諸如週年越野追蹤大賽、聖誕露營、環保地理盃足球賽、田園生活體驗、環保大植樹及暑期暢遊西貢海等，已成為我們的金牌節目，欲罷不能！

跨越九七，邁進廿一世紀

地理學會雖然仍是學校的學會「大哥大」，但是近年來亦面對不少困難，其中最令人感到憂慮的，要算是積極參與活動的同學，越來越少了。參加週年越野追蹤大賽的「不限人數」，由高峰時期的百多人，降至近年來八十人左右，減幅達百分之五十。此外，同學的耐力亦下降了不少。野外考察時，步行不到半小時，他們已氣喘如牛，頻呼辛苦。看來面對廿一世紀，我們亦要改變，放下固有的模式，引入高科技、新意念，方能再創高峰！

不過回首過去，我仍然深信要辦好地理學會，以下各點絕不能輕視：

一、訂立明確的行動綱領，這些目標不但要實際可行，而且要易於評核，好讓負責的同學能較易看到成績，有所鼓勵。

二、活動要有趣「過癮」，但又不能過於低俗粗鄙，我們要迎合同學的口味，但又要帶領他們往健康的路走，絕不能放棄我們的社會良心。

三、會員的歸屬感是學會成功的決定性因素，只有他們能以身為地理學會會員而自豪，地理學會才可稱得上是成功。

四、對象要明確，低年級和高年級的同學要求不同，可能的話要兩者兼顧。如不能的話，我認為寧捨高年級而一定要保住低年級的叫座率，因為他們是學會未來的主人。

五、導師與同學，特別是幹事，必定要保持一個良好的合作關係。導師一方面是提供意見的人，另一方面亦是他們的一份子，切忌命令式的吩咐幹事會執行你的指令，要將自己的信念化為幹事們的信念，這往往是費時，需要技巧和魅力的，亦師亦友的關係是最重要的。

以上所述，只是筆者多年帶領地理學會時的一些體會，但是學生的特色、導師的個人風格未必相同，辦好地理學會亦無一個絕對的模式，每個人的路都不盡相同。不過只要我們能多花心思，與同學們群策群力，必能將學校的地理學會辦得具有特色，同學像亦必可從中獲益不少，相信這是我們每個地理同工所樂於見到的。

黃錦輝

路德會呂祥光中學

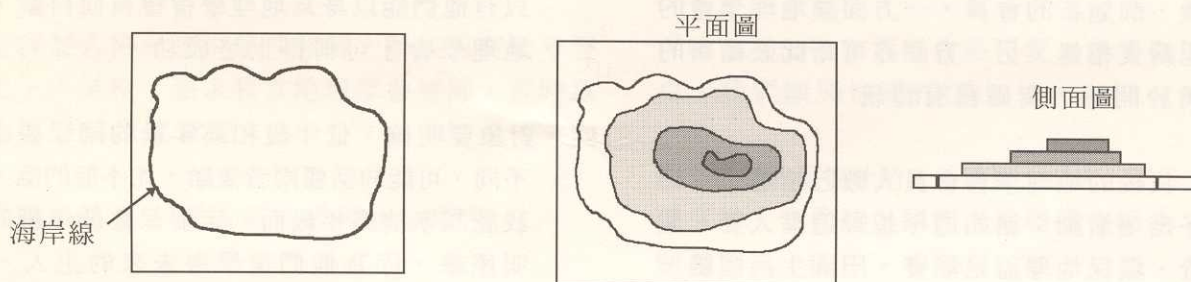
等高線模型的製作

楊本基

等高線閱讀是初中學生學習地理的難點，原因是等高線的印象是平面的，學生看不到立體的印象，對山咀、山谷、陡坡及緩坡等地勢的辨別，容易產生混亂。製作合適的模型，可提高學習效能，這裡介紹幾個等高線模型的製作，使他們更容易掌握閱讀和分析地圖的技巧。

(一) 發泡膠模型

- 材料：1厘米厚的發泡膠(0.5厘米厚亦可)，廣告彩(藍、啡、黃、綠等四種顏色)，小刀或發泡膠切割發熱線，洗潔精、大頭針、白膠漿、簡單的等高線地圖。
- 方法：首先切割一塊方型的發泡膠(如A4大小)，並畫上最低的等高線(如圖一的海岸線)，然後每條等高線均切割出大小及形狀相若的發泡膠，塗上適當的顏色。為了使顏色更容易塗在發泡膠上，可以加入數滴洗潔精在顏料裡。用白膠漿依地圖的位置把割下的發泡膠貼好，較小塊的可用大頭針加以固定，以免脫落。最後，在模型的底塊上，加上比例尺、垂直間距、標題、圖例、北向標示便可完成(圖二)。



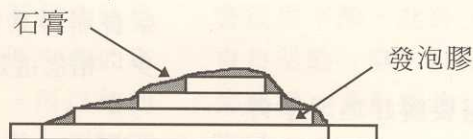
圖一

圖二

- 備註：如果不使用發泡膠，亦可用以下材料代替：
 - (1) 松木：松木比較貴，但可以用剪刀剪開，而且容易塗色。這種材料很薄，如模型的層數在十層以上，效果會較佳。
 - (2) 瓦通紙：瓦通紙可從棄置的瓦通紙盒上割下，既環保，又不用花錢。瓦通紙宜選取較厚的，不塗色或貼上顏色紙亦可。
 - (3) 厚咭紙：需用厚1.5毫米或以上的咭紙，如採用顏色咭紙，既方便，又整潔。

(二) 石膏模型

- 材料：石膏粉、批盪刀(或圓頭餐刀)、模型草、廣告彩、膠水、發泡膠。
- 方法：先用發泡膠把模型做好(如圖二)，不用塗色。把等同份量的水和石膏粉(如一杯石膏粉需加入一杯水)混合成糊狀，把石膏填補於每層發泡膠的梯級上，直至坡面平滑(如圖三)。待石膏風乾後，塗上顏色，再把模型草黏在模型上。亦可以祇塗顏色，不加模型草。

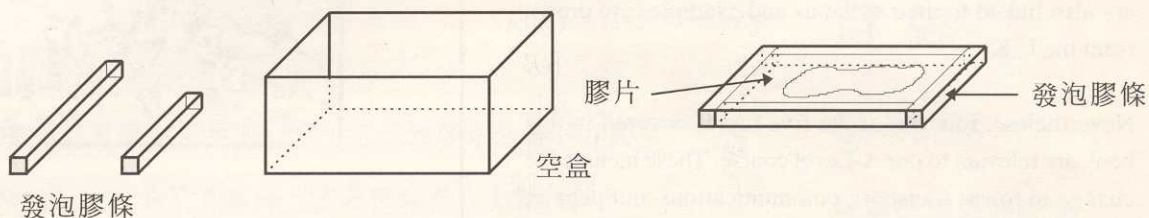


圖三

- 備註：石膏模型的製作，上美術課時學生可能已有經驗，而且石膏粉可在五金店購買，模型草可在玩具模型店購買。以下兩種材料，亦可代替石膏粉：
 - (1) 紙黏土：如果模型的面積不算太大，可以考慮價錢較昂貴的紙黏土。它的好處是較為容易使用和乾淨，而且效果逼真，同時亦可塗上顏色。
 - (2) 泥膠：價錢與紙黏土差不多，帶有油性，不能塗色。

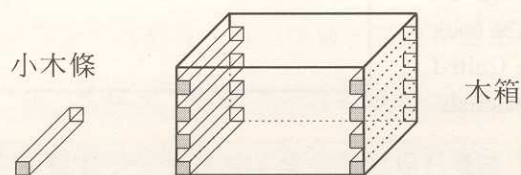
(三) 膠片模型

- 材料：A4膠片(或高映片)、筆(寫高映片用)、紙盒(可自製)、發泡膠條或瓦通紙條、雙面膠紙。
- 方法：準備A4大小的空盒一個，每張膠片繪畫一層等高線，用雙面膠紙把發泡膠條貼在膠片的四端(如圖四)，順序把膠片放入空盒，等高線的立體效果，即可顯現。最低的一塊膠片、不用貼上發泡膠條，但需加上標題、比例尺、圖例、北向標示和垂直間距等。



圖四

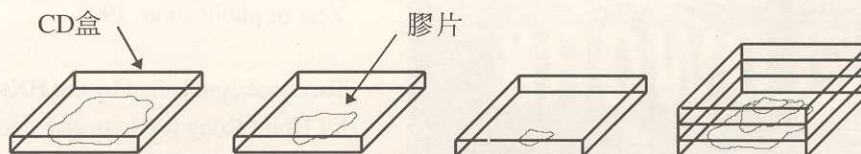
- 備註：可以製作一個木箱(如圖五)，在箱內兩旁加上長木條，把繪畫了等高線的膠片或玻璃片逐一放入箱內，非常方便。



圖五

(四) CD盒模型

- 材料：CD空盒多個、筆、膠片(需裁剪至CD盒大小)。
- 方法：CD盒拆開，祇用透明膠盒底蓋，把繪畫了等高線的膠片放入盒內，每個膠盒放一塊膠片，把膠盒疊在一起，用橡筋把膠盒紮好(如圖六)



圖六

- 備註：CD盒拆掉黑色內蓋後，亦可直接把等高線繪畫在膠盒面，容易又快捷，再把膠盒疊起即可，但切勿使用速乾劑(如超能膠)黏貼，也要避免層數太多(最多五層左右)。

以上各種等高線模型的製作，各有優劣，視乎模型的難度和等高線的多少而定。CD盒模型製作最為簡單，而且CD盒搜集容易，但祇有14x12厘米的面積可以運用。石膏模型的成品較為逼真，雖然製作較繁複，亦不失為一個上佳的練習。發泡膠模型可說是學生做模型的入門：裁剪、塗色和黏貼，也是很好的學習。膠片模型表達等高線的效果最為突出，從上觀看便是地圖的平面圖，從側觀看便是一個立體圖。

這裡雖然提供了幾個同工常用的等高線模型製作方法，但是，在我們日常生活中有很多新的材料，如能加以運用，把製作方法改良，從而提升學生製作模型的興趣，對地理科的學習更覺容易。

Books for A-Level Fieldwork Design

Advanced Geography Fieldwork

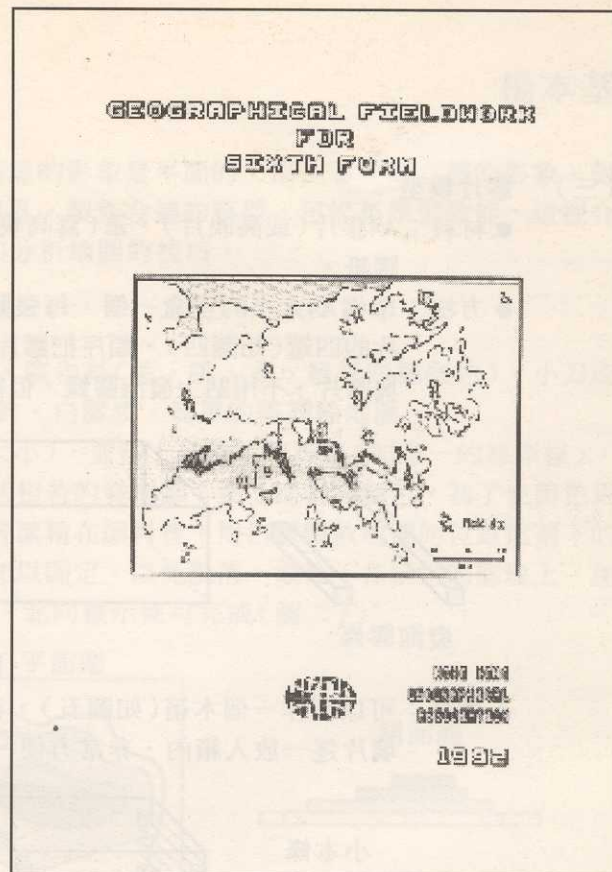
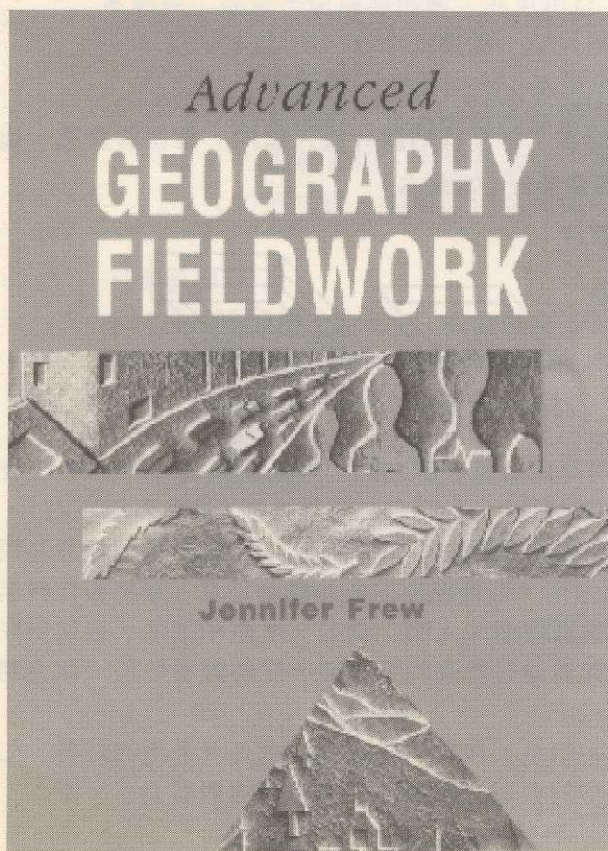
Author: Jennifer Frew

Publisher: Thomas Nelson and Sons Ltd.

Year of publication: 1993

For many teachers, fieldwork design for advanced level is not an easy job. Facing this problem, this book can provide some insight into the kinds of fieldwork that are suitable for Advanced level students. This book is written for the A-level students in the United Kingdom. Therefore, many examples are quoted from the U.K. and the topics mentioned are also linked to their syllabus and examples are drawn from the U.K.

Nevertheless, four out of the five topics covered in this book are relevant to our A-Level course. These include the change in town; transport, communications and people; vegetation in the landscape; and slopes and the countryside. Under each topic, some useful background readings, data collection and analysis methods are provided. Therefore, this book provides a wide range of ideas for investigation which can be used in urban or rural environments. The book mentioned above is written for students in the United Kingdom. Teachers have to adapt the ideas and materials.



Geographical Fieldwork for Sixth Form

Editor: Fung Yee Wang

Publisher: Hong Kong Geographical Association

Year of publication: 1992

This book, published by the HKGA, is designed specially for Hong Kong teachers and students. It covers seven A-level fieldwork topics, namely stream channel study, stream pollution study, woodland ecosystem, the changing face of rural landscape, industry, the catchment area of a new town and urban decay. Location of fieldwork sites have been suggested with maps provided. For each topic, fieldwork sites, maps, data collection methods and worksheets are provided. So it is very convenient to teachers. However, since this book was written four years ago, the situation of some of the fieldwork sites may have been changed. It is advisable to make a pre-trip to check whether any amendments are needed.

Connie Wu Shuk Ting