



## ST. LOUIS SCHOOL ANNUAL PLAN 2019-2020

**SUBJECT / TEAM**

**GEOGRAPHY**

### (I) Aims

Attitude	<ul style="list-style-type: none"> <li>a) Raise the students' willingness in saving our environment and preserving the natural resources</li> <li>b) develop a sense of belonging to our society and nation, and be willing to contribute for the betterment of our society and nation;</li> <li>c) be aware of the trend for globalization and the importance of international cooperation in handling global issues;</li> <li>d) nurture students with empathy to those who are less privileged and suffering from various types of problems; and</li> <li>e) learn to understand and respect for other people, their values, cultures and ways of life.</li> </ul>
Skills	<ul style="list-style-type: none"> <li>a) master basic geographical enquiry skills, including the ability to:               <ul style="list-style-type: none"> <li>i) think geographically and ask geographical questions;</li> <li>ii) locate and collect information and data relevant to the enquiry from a variety of sources;</li> <li>iii) organise and present information and data in appropriate formats; and</li> <li>iv) analyse and interpret information and data for drawing conclusions.</li> </ul> </li> <li>b) master basic geographical skills, including the ability to:               <ul style="list-style-type: none"> <li>i) read and interpret different types of atlases, maps and plans at a variety of scales;</li> <li>ii) construct maps and plans using symbols, annotations, keys and scales;</li> <li>iii) select and use fieldwork techniques (e.g. observing, measuring, interviewing, recording, photographing, sketching) and instruments (e.g. cameras, data logging devices, GIS);</li> <li>iv) read and interpret different types of photographs and satellite images; and</li> <li>v) select and use appropriate graphical and IT techniques to present data on maps and diagrams (e.g. pie charts, GIS).</li> </ul> </li> </ul>
Knowledge	<ul style="list-style-type: none"> <li>a) develop a thorough understanding of key geographical concepts, including space, place, region, human-environment interaction, global interdependence and sustainable development, and apply them in new situations and contexts;</li> <li>b) develop a solid framework of place knowledge, including the knowledge and understanding of places in the local region (Hong Kong and Zhujiang Delta Region), other places in China, the Asia-Pacific and the world, and the interconnectedness among these places;</li> <li>c) describe and explain the interactions between human and the natural environment over space and time, including the physical and human processes that involved in such interactions, and the patterns and impacts created by such interactions;</li> <li>d) understand how the natural environment influence human life and how human activities alter the natural environment; and</li> <li>e) develop a knowledge and understanding of the major issues of global concern, and how these issues can be managed and/or resolved in a sustainable way.</li> </ul>

## (II) Situational Analysis

### (a) Strengths

#### Motivation

1. Topics and issues discussed in Geography curriculum are familiar to the students. They would find them easy to understand.
2. Geography can provide an arena for them to integrate knowledge from science discipline and humanity subjects
3. Geography, as a scientific study of the Earth and human interaction, perfectly fits the study preference of boys in the school. Many geography topics and issues involve a lot of scientific principles and phenomena, which students would find them familiar and easy to understand. Our subject would also provide students with an arena to integrate what they have learnt in other science disciplines.
4. Various map reading skills are continuously reinforced across the three-year curriculum. They should be very practical in students' daily lives so they may find it useful for learning Geography.

#### Linkage with NSS curriculum

5. This subject has a substantial part that is closely related to the senior secondary Liberal Studies, especially for module 2, 3 and 6 in Liberal Studies. Geography could provide a profound foundation for the students' content knowledge in Liberal Studies.
6. The interconnectedness with science (e.g. energy technology and natural hazards) curriculum would motivate students to pay greater attention to this subject. Also, a good science foundation would assist students to understand many geographical phenomena from scientific principles that they have learnt in other subjects.

#### Freedom

7. Geography is not offered as an elective subject at the senior secondary level. Panel members have much freedom to try different teaching strategies out and trim the curriculum without any burden.

#### Capability for students

8. In general, students have good foundation of learning and relatively extensive exposure to different geographical scenarios, which help them to understand the content knowledge of this subject.
9. Boys in SLS are outgoing and active in participating activities. These traits would allow them to gain more from experiential learning experiences, such as field trips and visits.
10. Panel members are experienced in this subject, as some of them taught or studied geography before. Some panel members also actively participate in professional development programmes and public examination training.

**(b) Weakness**

1. There are quite a lot of technical terms to be used in this subject. Therefore, students must be able to memorize those terms before they can have a higher level of understanding.
2. Essay writing is also required in the subject. Students with lower learning motivation or English proficiency would feel tough to study this subject. Part of the questions asked in this subject requires students to write some long essays to elaborate their ideas. Boys in our school may find it difficult to write a long paragraph in English.
3. Some students might have low learning motivation as Geography is not offered as an elective subject in NSS. They would believe that studying geography is a waste of time.
4. Many students do not understand the cross-disciplinary nature of this subject. They merely regard this subject as an arts subject.
5. From time to time, there are changes of subject teachers, which create instability to the subject development in the long term.
6. Due to the limited manpower and resources, it is difficult to organize activities or fieldtrips outside school with whole form of students. Students don't have frequent opportunities to explore our environment which will hinder their understanding towards different geographical concepts.
7. Many students are so busy in extracurricular activities that they may not have enough time for academic-related activities. Some of them are not interested in joining such activities.

**(c) Opportunities**

1. One of the mostly taken NSS subjects in Hong Kong after three pure science subjects (9842 candidates took Geography in DSE 2018, comparing with 11658, 14141 and 14585 candidates took Physics, Chemistry and Biology respectively).
2. E-learning is more extensively adopted in mainstream schools nowadays and many user-friendly apps are available for lesson or self-study use (e.g. VR and map apps). Meanwhile, profession trainings of using these apps are also provided by EDB or relevant tertiary institutions frequently. It is an advantage for the professional development of panel members.

**(d) Threats**

1. Geography is often not regarded as a preferred subject in calculating subject weighting when it comes to JUPAS admission. High archivers in Geography may not have the advantage in admitting JUPAS.
2. Science and business subjects generally receive greater recognition in our society. Humanistic values and environmental awareness are weak.
3. Because of traditional stereotype mentioned in point 1 and 2, parents of St. Louis School students may not allow their sons to choose Geography as an elective subject. Once Geography is opened up for subject selection for NSS, students with lower ranking might be "forced to" take Geography. Without high learning motivation, students might not perform well in DSE and then disappointing parents and students who might interested in studying Geography in the future.

**(III) Highlight**

- (a) Connection with Liberal Studies: As Liberal Studies is a compulsory subject in NSS, students would be more attentive and serious towards junior Geography. Students are reminded that they would be benefited with better preparation in this subject.
- (b) Interest for science subjects: The learning motivation for students could be raised if more scientific theories and explanation are introduced in different topics.
- (c) Cultivate the interests in studying Geography among students and strengthening their geographical and generic skills for responding to geographical questions.

**(IV) Short Term Direction**

- (a) By incorporating bonus points in assignments and assessments, it aims to motivate students to pay more attention to their language and presentation. Students are expected to write with a higher quality and accomplish the goal of 'assessment for learning'.
- (b) Brush up the students' language ability through pedagogical means, such as the dictation of vocabulary items, writing skills' training and strong emphasis on writing styles and language use.
- (c) Both visits and field trips are to be included as bonus activities for students to provide students opportunities for experiential learning.

**(V) Areas of Concern****1. Major Concern 1: Students as visionary leaders possessing enhanced thinking skills, especially creativity and problem solving****Program title (1): Attending LAC induction courses and subject based seminars**

Targets	Strategies	Success Criteria	Methods of Evaluation	Time Scale	Person in charge	Resources Required
Teachers can acquire deeper understanding on the concept of LAC.	Join the meeting of LAC team and cooperating with the team members	Attend three seminars in a year	Actual incorporation of new skills	Whole year	LSC	NA
Teachers can get acquaintance with latest content and pedagogical skills for	Attend seminar related to Geography subject organized by EDB or other schools.					

everyday teaching						
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**Program title (2): e-Learning**

Targets	Strategies	Success Criteria	Methods of Evaluation	Time Scale	Person in charge	Resources Required
Students have solid and extensive knowledge base	<u>Newspaper cutting:</u> Students will be required to identify cases from Internet as a pre-lesson study. They need to collect one piece of news and finish a worksheet so as to match with some subject learning objectives.	All students completed the prescribed tasks.	Post-lesson worksheet	First-term	LSC	Worksheet
	Relevant course and practice materials are put on Google Drive for students to access including videos, news and articles.	Access rate is above 50% in the student pool.	Actual assessment outcome	Whole year	LSC	Google Drive Assessment materials

**Program title (3): Group based: feature report**

Targets	Strategies	Success Criteria	Methods of Evaluation	Time Scale	Person in charge	Resources Required
Students have solid and extensive knowledge base	Students from each class are divided into groups of 5-6. Students are required to conduct a group project based on what topics given by the form teachers and then they need to write a	Completion of a feature report (any formats and topics) on each form	Marking scheme for the feature report	Second Term	LSC	Guidelines for students  Marking rubrics
		All students involve in the group project	Products including photos and reports prepared by the			

	report to explain their results of research.		students			
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**Program title (4): Experiential learning: Exhibition, visits and fieldtrip**

Targets	Strategies	Success Criteria	Methods of Evaluation	Time Scale	Person in charge	Resources Required
Students have solid and extensive knowledge base	The geography department will organize one to two fieldtrips. Students could be able to visit sights with high geographical value or exhibitions which are beneficial for their learning in Geography.	70% of students satisfied with the field trip offered	Attendance list	Whole year	S1: WMC S2: LSC S3: LSC	NA

**Program title (5): Skill-focused assessment**

Targets	Strategies	Success Criteria	Methods of Evaluation	Time Scale	Person in charge	Resources Required
Students have solid and extensive knowledge base	In order to build a large vocabulary bank, a small section of notes/ a book chapter will be used for regular dictation exercises. The meaning or usage of vocabulary will be tested in unit dictations and tests.	80% of students pass the dictation  70% of students pass the unit tests  To create a language-rich	Student performance	Whole year	All panel members	Exercise books Assessment papers

		environment for students to use English through establishing an English culture in school.				
	Answering framework and thinking tools (e.g. comparison charts) will be employed, which can assist students in their essay writing.	60% of students pass the essay question in formative assessments  o create a language-rich environment for students to use English through establishing an English culture in school.	Student performance	Second term	All panel members	Assessment papers

2. Major Concern 2: Students as visionary leaders with necessary positive values including self-discipline and respect inculcated

Program title (4): Experiential learning: Exhibition, visits and fieldtrip

Targets	Strategies	Success Criteria	Methods of Evaluation	Time Scale	Person in charge	Resources Required
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Students could listen and observe actively	The geography department will organize one to two fieldtrips. Students could be able to visit sights with high geographical value or exhibitions which are beneficial for their learning in Geography.	70% of students satisfied with the field trip offered	Attendance list	Whole year	S1: WMC S2: LSC S3: LSC	NA
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**(VI) Other panel-based / team-based concerns:**

**Program title (6): Positive reinforcement: Encourage students to ask and answer questions**

Targets	Strategies	Success Criteria	Methods of Evaluation	Time Scale	Person in charge	Resources Required
Create a positive and interactive learning atmosphere in and after classes	More open-ended questions would be cooperated into the notes for students. Students are encouraged to respond the open-ended questions in lesson and assessments students to express their views.  Complements will be given to the students who ask questions and answer teachers' question actively	Students are willing to ask and answer teachers' question with explanation or examples supported	Lesson and daily life materials	Whole year	All panel members	Printing Teaching materials

**Program title (7): Remedial classes after school**



Targets	Strategies	Success Criteria	Methods of Evaluation	Time Scale	Person in charge	Resources Required
Enhance students' performance in map reading	Extra map reading support (and lessons) will be provided to students with great needs	Students' map reading skills are improved.  Improved passing rate of relevant sections.	Statistics from three uniform tests and examinations	After mid-year exam, term test and final exam.	LSC	Classroom Printing

**(VII) Provisional Scheme of work**

Month	Events	PIC / VPIC
Sept 2019		
Oct 2019	<ul style="list-style-type: none"> <li>Broadcasting of documentary Video/ Movie</li> <li>S2 fieldtrip –Hong Kong National Geopark (Sai Kung)/ Po Toi Island/ Kat O **</li> </ul>	LSC
Nov 2019	<ul style="list-style-type: none"> <li></li> </ul>	LSC
Dec 2019	<ul style="list-style-type: none"> <li>Remedial class after school</li> </ul>	Panel members
Jan 2020	<ul style="list-style-type: none"> <li>S1 Seminar– Urban land use/ Visit to CUHK Jockey Club Museum of Climate Change</li> <li>Peer lesson observation</li> </ul>	LSC  Panel members
Feb 2020	<ul style="list-style-type: none"> <li>Broadcasting of documentary Video/ Movie</li> </ul>	LSC
Mar 2020	<ul style="list-style-type: none"> <li>S3 fieldtrip – Hong Kong National Geopark (Sai Kung)/ Po Toi Island/ Kat O **</li> </ul>	
Apr 2020	<ul style="list-style-type: none"> <li>Broadcasting of documentary Video</li> </ul>	
May 2020	<ul style="list-style-type: none"> <li>Peer homework inspection</li> </ul>	Panel members

<b>Jun 2020</b>	<b>• Remedial class after school</b>	<b>Panel members</b>
<b>Jul 2020</b>		
<b>Aug 2020</b>		

**\*\* Organize for around 40 students**

**(VIII) Budget and Other Resources**

	<b>Amount</b>
<b>EXPENDITURE</b>	
<b>A. General Panel / Team-based budget</b>	
A1. Rental for coaches (S1, S2 and S3 visits)	2,000.00
A2. Extra teaching aids and reference materials	2,000.00
A3. Hand specimens	1,000.00
A4. Maps	1,000.00
A5. Online resources from publishers (Oxford)	500.00
A6. Online resources from publishers (Aristo)	500.00
Sub-total (A) =	<b>7,000.00</b>
<b>B. CEG</b>	
B1.	
B2.	
Sub-total (B) =	
<b>C. Furniture and Equipment (F &amp; E)</b>	
C1. Handheld anemometer	1,000.00
Sub-total (C) =	<b>1,000.00</b>
<b>D. DLG</b>	
D1.	
D2.	
Sub-total (D) =	

<b>E. Reading Grant</b>	
E1.	
E2.	
	Sub-total (E) =
<b>F. Life Wide Learning Grant (LWLG)</b>	
F1.	
F2.	
	Sub-total (F) =
<b>G. Budget of items using other specific grant from EDB* :</b> *Chinese History, NCS or Student Support grant	
G1.	
	Sub-total (G) =
<b>H. Other Resources</b>	
H1.	
	Sub-total (H) =
	<b>Total Expenditure =</b>
	<b>8,000.00</b>

**(IX) Members**

- (X) S1: Ms. TANG Pui-man and Mr. WONG Man-chun (F.1 subject coordinator)  
 (XI) S2: Mr. LEUNG Sze-chun  
 (XII) S3: Mr. LEUNG Sze-chun