

(Syllabus for F.3 Geog. September 2016 - July 2017)

SING YIN SECONDARY SCHOOL
SYLLABUS FOR GEOGRAPHY -- SEPTEMBER 2016 - JULY 2017

Form Three

Junior Secondary Exploring Geography 4 Scramble for energy	Ip Kim Wai, Lam Chi Chung, Wong Kam Fai, Anne Lee	Oxford
Junior Secondary Exploring Geography 6 Global Shift of Manufacturing Industry	Ip Kim Wai, Lam Chi Chung, Wong Kam Fai, Anne Lee	Oxford
Junior Secondary Exploring Geography 11 Changing climate, changing environments	Ip Kim Wai, Lam Chi Chung, Wong Kam Fai, Anne Lee	Oxford
Junior Secondary Exploring Geography Workbook 4, 6 & 11	Ip Kim Wai, Lam Chi Chung, Wong Kam Fai, Anne Lee	Oxford
Mini School Atlas (Fifth Edition) (optional)		Ling Kee

Students should:

1. appreciate the beauty of nature.
2. appreciate the interdependence between human beings and the natural environment and develop a sense of responsibility to take action in protecting the natural environment.
3. develop an understanding and respect for other people and their ways of life.

No. of Periods	Syllabus Topics	Learning Objectives	Teaching Strategies
14	Scramble for energy	<ul style="list-style-type: none"> • Why do we have to struggle for energy resources? <ul style="list-style-type: none"> - Major types of energy resources of the world and their spatial distribution - Meaning of renewable and non-renewable energy resources - Global pattern of energy production and consumption - Reasons why there is an uneven share of energy resources between the more developed and less developed countries - Are the energy-consuming countries also the energy-producing countries? - Implication of the uneven pattern of energy production and consumption <p>Skills: Drawing pie charts, Flow map and Graph interpretation: divided bar graph</p>	<ul style="list-style-type: none"> • Identifying the major types of energy resources of the world and their spatial distribution from photos, videos and maps. • Differentiating between renewable and non-renewable energy resources. • Drawing a pie chart to show the world consumption of energy. • Interpreting bar graphs showing the major producers and consumers of different fossil fuels. • Discussing in groups whether the energy-consuming countries are also the energy-producing countries and suggesting reasons. • Analysing the problems that may occur under such a production and consumption pattern.
		<ul style="list-style-type: none"> • What are the other problems with the current energy resources? 	<ul style="list-style-type: none"> • Identifying the environmental problems caused by our current exploitation and use of fossil fuels from graphs and photos.

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		- Environmental problems caused by our current exploitation and use of fossil fuels	
		<ul style="list-style-type: none"> • What alternatives do we have? <ul style="list-style-type: none"> - Advantages and limitations of using different kinds of renewable energy resources - Is nuclear power a possible way out? 	<ul style="list-style-type: none"> • Introducing solar power and wind power by bringing students up to the roof of the school to have a look at the solar panels and wind turbine. • Identifying the advantages and limitations of using different kinds of renewable energy resources from videos. • Listing the main arguments for and against nuclear power. • Conducting surveys to assess schoolmates', family members' and teachers' attitudes, perception and responses towards the construction of more nuclear power plants in Guangdong.
		<ul style="list-style-type: none"> • How can future energy demand be met in a more sustainable way? <ul style="list-style-type: none"> - Sustainable solutions for energy problems - Possible national and global solutions for energy problems in the world - Measures that have been and can be adopted by Hong Kong to deal with the energy problems - Individual actions in saving and conserving energy 	<ul style="list-style-type: none"> • Collecting information about sustainable solutions for energy problems. • Identifying possible national and global solutions for energy problems in the world from photos and news articles. • Collecting information about the measures that have been adopted by Hong Kong to deal with energy problems and evaluating these measures. • Suggesting measures that can be adopted by Hong Kong in the future and how an individual can help to save and conserve energy.

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24	Global Shift of Manufacturing Industry	<ul style="list-style-type: none"> • Where have our factories gone? <ul style="list-style-type: none"> - Meaning of manufacturing industry, manufacturing system and industrial relocation - Types of industries that have left Hong Kong - Location of these industries in the past and nowadays - Factors affecting the location of these industries 	<ul style="list-style-type: none"> • Introducing the concept of manufacturing industry. • Drawing a diagram to illustrate the manufacturing system. • Interpreting pie charts about the changes in the employment structure of Hong Kong. • Collecting information about the development of Hong Kong's manufacturing industries since the 1950s from the internet and identifying the types of industries that have left Hong Kong. • Discussing in class the relative importance of different factors affecting the location of these industries in the past and nowadays. • Identifying the change in the production mode in Hong Kong. • Collecting information in the field (Kwun Tong) and using GIS to compare the changes in land use in Kwun Tong in the 1980s and today / Organizing a visit to a manufacturing plant in any one Industrial Estate to let students learn more about the operation of secondary industry in Hong Kong nowadays.
		<ul style="list-style-type: none"> • Does the shift in manufacturing activity occur in other places of the world? <ul style="list-style-type: none"> - Major industrial regions in the world - General pattern of the global shift in manufacturing activity in recent years - Meaning of transnational corporations (TNCs) and multi-point production - Factors causing the global shift in manufacturing activity - Role of TNCs in the changing global locations of industrial functions - Globalization in production 	<ul style="list-style-type: none"> • Identifying the major industrial regions in the world from maps. • Identifying the general pattern of the global shift in manufacturing activity in recent years from the case study of the Great Lakes Region. • Collecting information about some world famous TNCs in the manufacturing industry from the internet and introducing the concept of multi-point production by simple diagrams. • Discussing in groups the factors causing the global shift in manufacturing activity and the role of TNCs in the changing global locations of industrial functions . • Introducing the concepts of division of labour on a global scale and globalization in production.
		<ul style="list-style-type: none"> • What are the pros and cons of the global shift in manufacturing activity? <ul style="list-style-type: none"> - Opportunities/Benefits that the global shift in manufacturing activity brings - Challenges/Problems created by such a trend 	<ul style="list-style-type: none"> • Discussing in groups the benefits that the global shift in manufacturing activity brings to the home and host countries. • Discussing in groups the problems caused by such an industrial relocation to the home and host countries.

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		<ul style="list-style-type: none"> • Can industrial development be appropriate and sustainable? <ul style="list-style-type: none"> - Meaning of sustainable industrial development - How can the challenges/problems created by the global shift in manufacturing activity be handled in a sustainable way? - Sustainable measures adopted / to be adopted by different countries to manage industrial change 	<ul style="list-style-type: none"> • Analyzing sustainable industrial development in economic, social and environmental aspects. • Using the UK's experience to illustrate how a MDC copes with the problems created by the global shift in manufacturing activity and achieves sustainable industrial development.
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No. of Periods	Syllabus Topics	Learning Objectives	Teaching Strategies
24	Changing climate, changing environments	<ul style="list-style-type: none"> • What is happening to our climate? <ul style="list-style-type: none"> - Characteristics of the climate of Hong Kong and South China - The changing climate of Hong Kong: <ul style="list-style-type: none"> - Temperature - Visibility - Cloud cover and rainfall - Wind speed - Extreme weather events 	<ul style="list-style-type: none"> • Constructing and interpreting a climatic graph. • Interpreting graphs which show the trend of changes. • Discussing in groups about the changes in climate in our daily life.
		<ul style="list-style-type: none"> • How is the global climate changing? <ul style="list-style-type: none"> - General temperature and precipitation patterns of the world - The changing climate of the world: <ul style="list-style-type: none"> - Temperature - Precipitation 	<ul style="list-style-type: none"> • Interpreting maps and graphs. • Identifying the global temperature and precipitation patterns. • Identifying the major changes in the global temperature and precipitation patterns.
		<ul style="list-style-type: none"> • What is causing our climate to change? <ul style="list-style-type: none"> - The mechanism of greenhouse effect - Major greenhouse gases - Relationship between greenhouse effect and global warming - Causes of global warming - Causes of changing climate in Hong Kong 	<ul style="list-style-type: none"> • Collecting information about greenhouse gases, greenhouse effect and global warming. • Interpreting a pie chart, a bar graph and a satellite photo. • Playing a video about greenhouse effect and global warming. • Discussing in groups about the responsibilities of human beings in causing climate change (global climate and the climate in Hong Kong).

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		<ul style="list-style-type: none"> • What are the effects of climate change? <ul style="list-style-type: none"> - Possible benefits of climate change in different parts of the world - Harmful effects of climate change in different parts of the world - The impact of climate change on Hong Kong and China on the whole 	<ul style="list-style-type: none"> • Collecting information from newspapers, magazines and the internet, etc. about the effects of climate change in different parts of the world and presenting it in class. • Playing videos about the effects of climate change. • Helping students to realize that a slight change in climate may have great impact on the environment and the way people live and to show concern for the people who are suffering and will suffer from the impact of climate change.
		<ul style="list-style-type: none"> • What can we do about it? <ul style="list-style-type: none"> - Solutions to climate change - International level: difficulties in international cooperation to combat climate change - National level: measures taken by China (including Hong Kong) and other countries - Individual level: the actions we should take to help alleviate the problem 	<ul style="list-style-type: none"> • Suggesting solutions to climate change by referring to the diagrams in the textbook. • Discussing in groups why international cooperation is so crucial in solving the problem and the difficulties encountered. • Collecting information about the measures taken by the Hong Kong government to tackle the problem and presenting it in class. • Helping students to develop a readiness to take action to combat climate change and to understand the accumulative effect of individual action in contributing to combat against climate change • Organizing a field trip to the Museum of Climate Change at CUHK to let students know more about the issue of global warming
4	Map-reading skills	<ul style="list-style-type: none"> • Drawing sketch maps, transects 	

Signature of Teacher in charge : _____

Miss Lok Yuen Kwan

Checked by _____

Miss Liu Pui Ying