

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

FORM FIVE

Textbooks :

Senior Secondary Exploring Geography 2 (Second Edition)	Ip, Lam, Sze, Wong, Yeung	Oxford
Senior Secondary Exploring Geography 3 (Second Edition)	Ip, Lam, Sze, Wong, Yeung	Oxford
Senior Secondary Geography Revision Exercise 1 (Second Edition)	Ip, Lam, Sze, Wong, Yeung	Oxford
Senior Secondary Geography Revision Exercise 2 (Second Edition)	Ip, Lam, Sze, Wong, Yeung	Oxford
Mini School Atlas (Fifth Edition) (Reference)		Ling Kee

Students should:

1. appreciate and love the beauty of nature.
2. appreciate the interdependence of human beings and natural environment.
3. develop a sense of responsibility and willingness to take action in protecting the natural environment.

*A Field Camp is organized for the students to learn more about woodland ecosystem, coastal and weathering features / urban land uses in Cheung Chau.

No. of Periods	Syllabus Topics	Learning Objectives	Teaching Strategies
30	Combating Famine - Is technology a panacea for food shortage?	<ul style="list-style-type: none"> ● The availability of food supplies is uneven and does not match demand on a global scale ● Global patterns of food production and consumption in relation to population ● Global contrasts in diet and food consumption ● Patterns of trade in food ● Definition of “famine” ● Causes of famine in relation to economic, technological, social and physical conditions ● Physical, economic, social and political factors affecting 	<ul style="list-style-type: none"> ● Select and record information from print sources, audio-visual and computer technologies, maps and photographic records to describe and define key issues and problems related to famine. ● Read and draw maps (using GIS) from atlases or statistical data to highlight the location of areas suffering from famine. ● Draw diagrams and graphs (e.g. bar, line, pie, scatter) using appropriate computer software to illustrate the spatial distribution of food availability based on statistical data collected from various sources. ● Compare patterns from mapped data to identify how

		agriculture (especially agricultural production and agricultural characteristics)	the interaction between physical and human environments affects food production and consumption. <ul style="list-style-type: none">• Use graphic representations to display the major physical and human factors that affect agriculture.
		<ul style="list-style-type: none">• Location of Sahel and Southern California• Characteristics of the physical environments of Sahel and Southern California, in particular climate, soil, vegetation cover and relief• Agricultural characteristics of nomadic farming in Sahel and irrigation farming in Southern California, with a specific focus on the differences in their technological, economic, political and socio-cultural aspects	<ul style="list-style-type: none">• Correlate aerial photos / satellite images with maps and use the evidence to recognise the main characteristics and patterns of different agricultural activities.• Summarise the similarities and differences in the characteristics of nomadic herding and irrigation farming by means of graphic representation (e.g. using input-output model).
		<ul style="list-style-type: none">• Factors affecting agricultural characteristics in Sahel and Southern California, emphasising how the same set of factors operates so differently in creating such variation• The diminishing role of physical factors in influencing agriculture, particularly in more developed areas• The growing importance of human factors, especially technology, in influencing agriculture	<ul style="list-style-type: none">• Design a questionnaire for interviewing local farmers about how the natural environment and technology influence agricultural activities.

		<ul style="list-style-type: none"> • Modern farming methods, e.g. the use of chemicals, irrigation, draining and their effects on farming yields • A brief overview of the possible environmental, economic and social (including health) implications of genetically modified food • Consequences of misuse and overuse of agricultural technology, e.g. reduction of bio-diversity, habitat loss, land degradation, soil erosion, chemical pollution of land and water courses, and the impact on the rural landscape • Measures taken to ensure sustainable agricultural development, e.g. multiple cropping, water and soil conservation methods, and organic farming 	<ul style="list-style-type: none"> • Rank the desirability of various technological solutions for overcoming farming constraints. • Summarise the positive and negative effects of technology on agriculture from the information collected from various sources. • Role-play stakeholders to enhance understanding of the current and alternative practices for raising food production and their impact on the environment. • Conduct a field visit to an organic farm in Hong Kong.
30	Building a sustainable city- Are environmental conservation and urban development mutually exclusive?	<ul style="list-style-type: none"> • Brief description of urban problems in Hong Kong (e.g. housing problems, transport problems and pollution) • Definition of urban growth and urbanisation • Causes of urban growth and urbanisation (e.g. natural increase of urban population, rural-urban migration, reclassification of areas previously defined as rural, changing employment opportunities, and economic and transport development) 	<ul style="list-style-type: none"> • Collect photographs showing the environmental conditions of a growing city, identify the urban problems shown in them, and evaluate their impact on the people living in the city. • Analyse the census data and a map showing the urban area of Hong Kong in different time periods. • Investigate with secondary data in the library and explain why there was rapid urban growth and urbanisation in Hong Kong over the past few decades (i.e. causes of change).

		<ul style="list-style-type: none"> • Urban growth, urbanisation and the related change in the internal structure of a city • Cycle of urbanisation, suburbanisation, counter-urbanisation and reurbanisation • Processes involved in urban growth and development, including urban decay, urban sprawl and encroachment, urban redevelopment and renewal 	<ul style="list-style-type: none"> • Identify on a map of Hong Kong one old urban / inner city district (e.g. Wan Chai) and one rural area in the New Territories several decades ago (e.g. Tsuen Wan). Conduct questionnaire surveys to investigate how these two places evolved with urban development. • Conduct a survey on the land use and urban problems of the area near the school.
		<ul style="list-style-type: none"> • Problems arising from a growing city: <ul style="list-style-type: none"> • – Housing: insufficiency, substandard conditions • – Movement: traffic congestion • – Environment: waste, pollution, and the environmental health of the inhabitants • Measures to alleviate or solve the urban problems, including: <ul style="list-style-type: none"> • – Provision of public housing and building of new towns • – Urban planning • – Environmental conservation measures • Conflicts arising from solving urban problems • Sustainable development and methods to solve the conflicts arising from urban problems 	<ul style="list-style-type: none"> • Visit the two areas mentioned above and identify the urban problems in these areas. • Discuss and present in groups: <ul style="list-style-type: none"> • – the types of conflicts related to solving urban problems in Hong Kong; and • – the methods for dealing with these conflicts.
		<ul style="list-style-type: none"> • Definitions of “sustainable development and a “sustainable city” • Characteristics of a sustainable city • Methods of developing a city into a sustainable one, e.g. better and careful planning of the city, regenerating and re-imagining the city • Price for developing a sustainable city 	<ul style="list-style-type: none"> • Browse the information on the Internet and summarise the characteristics or indicators of a sustainable city. • Re-design the development of a selected area in Hong Kong based on the sustainable indicators compiled from various sources and construct a land use map using appropriate IT tools (e.g. GIS).

		<ul style="list-style-type: none"> Relationship between urban development, socio-economic development, living standards and environmental conditions Consequences of not developing a city in a sustainable way in the long run (i.e. aggravation of urban problems and the impact on human beings and the environment) 	<ul style="list-style-type: none"> Conduct a role-play to demonstrate how different stakeholders perceive the need to keep a balance between environmental conservation and urban development. Discuss in groups the consequences of not choosing a sustainable future in the long run. Use a type of graphic organiser to organise the main points being discussed.
30	Changing industrial location - How and why does it change over space and time?	<ul style="list-style-type: none"> Location of Hong Kong manufacturing industry in the past decades (1950s–1970s) Relocation of the Hong Kong manufacturing industries to the Zhujiang (Pearl River) Delta Region – name and locate the major manufacturing centres in the region 	<ul style="list-style-type: none"> Use map overlays, GIS or other representations to show the changing location pattern of the manufacturing industry in Hong Kong and the Zhujiang (Pearl River) Delta Region.
		<ul style="list-style-type: none"> Distribution pattern of the iron and steel industry in China Major factors affecting the location of industry, e.g. raw materials, power, market, labour, technology, transport, government policy and land Factors affecting the location of the iron and steel industry in China, with a specific focus on government policy 	<ul style="list-style-type: none"> Collect information on the iron and steel industry in China. Draw maps to illustrate the location of the iron and steel industry. Overlay transparencies of the location of the iron and steel industry and the location of power and raw materials (or using GIS) to identify the location factors for this industry. Interpret information from maps, graphs, data or diagrams to derive the location factors of the iron and steel industry.

		<ul style="list-style-type: none">• Changing location of the iron and steel industry in China, including the shift from the coast to the interior and the tendency to be located near large urban centres• Role of technology and other factors, especially government policy in leading to such changes• Reasons for industrial inertia in the iron and steel industry	<ul style="list-style-type: none">• Locate the new iron and steel plants on the map and describe the changes in location pattern.• Group discussion: Causes of industrial inertia.
		<ul style="list-style-type: none">• Location of the US IT industry• Factors affecting the location of the US IT industry, especially research and development, labour quality and agglomeration economies • Location of manufacturing industry and headquarters of the US IT industry• Multi-point and transnational production in the IT industry• Definition of globalisation• The effect of globalisation and technological advances on its location and mode of production	<ul style="list-style-type: none">• Collect information on the IT industry in the US• Draw maps to illustrate the location of this industry.• Contrast the main location factors of iron and steel industry and information technology industry using various appropriate presentation modes (such as tables, graphs and computer presentations).• Field trip to Cyberport / Hong Kong Science Park to look at the factors which favour the development of the IT industry in these areas. • Browse through the Internet to search for examples of the multi-point location of the IT industry.• Using an example of an IT industry collected from different sources of data, summarise the reasons for its changing location and mode of production, and present these reasons to the class.

		<ul style="list-style-type: none"> • Impact of changes in industrial location and mode of production, e.g. flow of technology, changes in employment structure, impact on economy, etc. • Measures taken to alleviate the problems caused by this changing mode of production and changes in industrial location, e.g. retraining of labour, an improved social security system, and the development of other industrial / economic sectors • Possibility of carrying out these measures • Effectiveness of these measures and problems encountered when carrying them out. 	<ul style="list-style-type: none"> • Organise the first- and second-hand materials collected in order to analyse the impact of industrial relocation on workers and society. • Group discussion: Discuss the types of measures that can be adopted and evaluate the possibility and effectiveness of carrying them out.
30	Global Warming - Is it fact or fiction?	<ul style="list-style-type: none"> • Evidence showing the world is getting warmer: heat waves and unusually warm weather, sea-level rise and coastal flooding, the melting of glaciers, and Arctic and Antarctic warming 	<ul style="list-style-type: none"> • Collect evidence from various sources, including the Internet, to illustrate that the world is getting warmer.
		<ul style="list-style-type: none"> • Global distribution pattern of temperature and reasons for the latitudinal differences in the distribution of insolation • Other factors affecting the distribution of temperature: land and sea, ocean current, prevailing winds and relief • Temporal distribution pattern of global temperature • Supporting and opposing arguments for global warming being a real global issue 	<ul style="list-style-type: none"> • Identify climatic characteristics and distribution patterns from climatic maps and graphs. • Collect climatic data on Hong Kong by visiting the Hong Kong Observatory Resource Centre and interpret the trend of Hong Kong's climate change over a long period of time. • Debate the issue "Global warming is a scientific myth rather than a fact".

		<ul style="list-style-type: none">Greenhouse Effect: the mechanism and the role of human activities (deforestation, burning of fossil fuels, garbage burning, emission of chlorofluorocarbons, agriculture) in enhancing the process	<ul style="list-style-type: none">Use a concept map or other graphic organisers to display the causes and impact of global warming.
		<ul style="list-style-type: none">Consequences of global warming - winners and losers around the world, e.g. impact on sea level, flood frequency, new farming opportunities, health risks, climatic unpredictability and extreme weather eventsMeasures to be taken in combating global warming: e.g. afforestation, reduction of greenhouse gas emission, recycling of waste, and traffic control and planning.Discussion of solutions - globally (e.g. the Kyoto Protocol) and nationally, and review of the sustainable options in dealing with the potential threat	<ul style="list-style-type: none">Use GIS or other computer programs to simulate the impact of global warming, e.g. the flooding of coastal regions as a result of the sea-level rising.Study the potential impact of global warming on one country, including predicting the consequences of global warming and evaluating its plan for prevention and control of the negative impact.

Signature of Teacher in charge: _____

Miss Lok Yuen Kwan

Checked by: _____

Miss Liu Pui Ying