

Law Ting Pong Secondary School
Secondary 4 Geography
Course Outline and Assessment Plan (2020-2021)

1. General Description

Geography is a social science subject which offers a variety of perspectives and methods of study. It tries to explain the characteristics of places and the distribution of people, features and events as they happen and develop over the earth surface. It is about the man-environment interactions in the context of specific places and locations. By examining the inter-relationships among people, places and the environment, Geography helps students acquire an in-depth understanding of the changing contemporary world in terms of space and environment.

2. Learning Objectives of the HKDSE Geography Curriculum

By the end of Secondary 4, students should be able to:

- (a) Understand the Earth we inhabit, and recognize and interpret, from a spatial perspective, the arrangement of phenomena and features on Earth, the processes at work, the interactions that occur, the changes that result, and the issues and management responses that arise;
- (b) Develop the general intellectual capacity and generic skills needed for lifelong learning through geographical enquiry, and the ability to apply these in life situations;
- (c) Appreciate the wonder, interdependence and fragility of the local and global environment, and the importance of promoting sustainable development; and
- (d) Develop a sense of citizenship, a global outlook, and readiness to take action for the betterment of society, the nation and the world.

3. Topics and Teaching Schedule

Week	Date	Module and Topics
1	3 Sep to 4 Sep	<p>Introduction to the course and course requirements (e.g. explaining course outline, homework, and continuous assessment policy) and Subject affairs (e.g. setting class rules, forming groups, selecting subject leaders, etc.)</p>
2-5	7 Sep to 30 Sep	<p>(Compulsory) Module 1: Opportunities and Risks – Is it rational to live in hazard-prone areas?</p> <p>1.1 Why is our earth unstable? 1.2 What are the landforms/features resulted from the major internal forces and processes? 1.3 What are the major landforms found at the plate boundaries?</p> <p>Learning Objectives: By the end of this module, students should be able to:</p> <ol style="list-style-type: none"> 1. identify the major plates and plate boundaries in the world 2. identify the major landform features at plate boundaries (fold mountain, ocean trench, volcano, volcanic island arc, mid-oceanic ridge, and rift valley) and explain their formation processes 3. identify the global distribution pattern of tectonic hazards <p>Examples of Formative Assessments:</p> <ol style="list-style-type: none"> 1. Classwork on comparing earth layers 2. Discussion after viewing documentaries 3. Diagram drawing: concept maps and annotated diagrams of landforms <p>Continuous Assessments:</p> <ol style="list-style-type: none"> 1. Tests 2. Homework assignments
6-10	5 Oct to 6 Nov	<p>(Compulsory) Module 1: Opportunities and Risks – Is it rational to live in hazard-prone areas?</p> <p>1.4 How do plate movements create tectonic hazards? 1.5 What destruction do tectonic hazards cause? How can we deal with them? 1.6 Is it rational to choose to live in hazard-prone areas?</p>

		<p>Learning Objectives:</p> <p>By the end of this module, students should be able to:</p> <ol style="list-style-type: none"> 1. explain the relationship between plate movements and tectonic hazards 2. describe the impacts of earthquakes, volcanic eruptions and tsunamis 3. evaluate the measures used to reduce the impacts of earthquakes, volcanic eruptions and tsunamis <p>Examples of Formative Assessments:</p> <ol style="list-style-type: none"> 1. Newspaper clippings about tectonic hazards 2. Case studies: impacts of tectonic hazards in different countries 3. Debate: Is it rational to live in hazard-prone areas? 4. Module reflection worksheet <p>Continuous Assessments:</p> <ol style="list-style-type: none"> 1. Tests 2. Homework assignments 3. Group project: a case study of tectonic hazards
11	9 Nov to 13 Nov	Term Break
12-16	16 Nov to 18 Dec	<p>(Compulsory) Module 2: Managing River and Coastal Environments: A continuing challenge</p> <ol style="list-style-type: none"> 2.1 Where does water come from and go to? What is a drainage basin? 2.2 What are the major fluvial processes? 2.3 How do fluvial processes shape the land? <p>Learning Objectives:</p> <p>By the end of this module, students should be able to:</p> <ol style="list-style-type: none"> 1. describe the characteristics of a drainage basin 2. identify the factors influencing the processes of erosion, transportation and deposition 3. identify the major landform features in a drainage basin and explain their formation processes <p>Examples of Formative Assessments:</p> <ol style="list-style-type: none"> 1. Classwork on drawing a long profile of a river

		<ol style="list-style-type: none"> 2. Diagram drawing: concept maps and annotated diagrams of landforms 3. Module reflection worksheet 4. (Virtual) field visit to a river <p>Continuous Assessments:</p> <ol style="list-style-type: none"> 1. Tests 2. Homework assignments
17-18	21 Dec to 1 Jan	Christmas and New Year Holidays
19-24	4 Jan to 10 Feb	<p>(Compulsory) Module 2: Managing River and Coastal Environments: A continuing challenge</p> <p>2.4 How do humans influence and manage river environments?</p> <p>2.5 How do waves shape our land?</p> <p>2.6 How do humans influence and manage coastal environments?</p> <p>Learning Objectives:</p> <p>By the end of this module, students should be able to:</p> <ol style="list-style-type: none"> 1. identify the major coastal landform features and explain their formation processes 2. evaluate the impacts of human activities on river and coastal environments <p>Examples of Formative Assessments:</p> <ol style="list-style-type: none"> 1. Diagram drawing: concept maps and annotated diagrams of landforms 2. Module reflection worksheet 3. Analyze the change of fluvial and coastal environments with GIS, aerial photographs and satellite images <p>Continuous Assessments:</p> <ol style="list-style-type: none"> 1. Tests 2. Homework Assignments <p>Summative Assessments (25 Jan to 10 Feb) and Paper Checking</p>
24-25	11 Feb to 19 Feb	Lunar New Year Holiday
26-30	22 Feb to 22 Mar	<p>(Elective) Module 8: Dynamic Earth</p> <p>8.1 What is the earth system? What is the physical landscape of Hong Kong?</p>

		<p>8.2 How do different types of rock affect the physical landscape of Hong Kong?</p> <p>8.3 How is the physical landscape of Hong Kong shaped by internal processes?</p> <p>8.4 How is the physical landscape of Hong Kong shaped by external processes?</p> <p>Learning Objectives:</p> <p>By the end of this module, students should be able to:</p> <ol style="list-style-type: none"> 1. describe the physical landscape of Hong Kong 2. identify different types of rocks and describe their characteristics and formation processes 3. explain the formation of landscape of Hong Kong by internal processes and external processes <p>Examples of Formative Assessments:</p> <ol style="list-style-type: none"> 1. Classwork on classification of rocks 2. Diagram drawing: concept maps and annotated diagrams 3. Field study of Ma Shi Chau <p>Continuous Assessments:</p> <ol style="list-style-type: none"> 1. Tests 2. Homework assignments
30-32	23 Mar to 6 Apr	Experiential Learning Week and Easter Holiday
32-36	7 Apr to 7 May	<p>(Elective) Module 8: Dynamic Earth</p> <p>8.5 How is the physical landscape of Hong Kong shaped and modified by human activities?</p> <p>8.6 How do we manage our geological resources in Hong Kong?</p> <p>8.7 How does Hong Kong cope with landslides?</p> <p>Learning Objectives:</p> <p>By the end of this module, students should be able to:</p> <ol style="list-style-type: none"> 1. explain the changes of landscape of Hong Kong by human activities 2. describe the geological resources in Hong Kong and their usage 3. explain the formation of landslides in Hong Kong and evaluate the preventive measures and the measures to reduce damages of landslides <p>Examples of Formative Assessments:</p>

		<ol style="list-style-type: none"> 1. Diagram drawing: concept maps and annotated diagrams 2. Module reflection worksheet 3. Case study of reclamation in Hong Kong <p>Continuous Assessments:</p> <ol style="list-style-type: none"> 1. Tests 2. Homework assignments 3. Group project: design a poster related to landslide prevention
37-41	10 May to 9 Jun	<p>(Compulsory) Module 4: Building a Sustainable City – Are environmental conservation and urban development mutually exclusive?</p> <ol style="list-style-type: none"> 4.1 How has the urban population in Hong Kong changed? 4.2 How do people move around under urban development in Hong Kong? 4.3 How has the internal structure of our city changed? 4.4 What problems does urban development bring? <p>Learning Objectives:</p> <p>By the end of this module, students should be able to:</p> <ol style="list-style-type: none"> 1. distinguish between urban growth and urbanization 2. describe the development of different land uses in Hong Kong 3. describe the urban problems and assess the urban conditions of Hong Kong <p>Examples of Formative Assessments:</p> <ol style="list-style-type: none"> 1. Classwork on drawing a sketch map and transects 2. Diagram drawing: concept maps and annotated diagrams 3. Case study of changing urban land uses in Hong Kong <p>Continuous Assessments:</p> <ol style="list-style-type: none"> 1. Tests 2. Homework assignments
41-43	10 Jun to 24 Jun	Final Examinations
44	28 Jun to 30 Jun	Paper Checking and End-of-year Reflection
* 2 field activities will be organized if the situation allows.		

4. Course Materials and Requirements

Course materials include (1) textbooks, (2) a book for note-taking and in-class activities, (3) an exercise book for ISS, (4) a folder, and (5) single-lined paper.

Students should bring along the necessary course materials to lessons and keep the materials neat and organized. The assessment and content of the topics may be fine-tuned according to teaching progress.

All assignments must be handed in on time. Mark deduction will be applied to any late submission except for those with convincing reasons (e.g. sickness and special cases with a parent's signature).

Parents' signatures are required for all the summative assessments. Teachers will contact students' parents if they fail to show the parents' signatures.

5. Summary of Continuous and Summative Assessments

Assessment	Component	Weighting	Frequency
Continuous Assessments	Homework Assignments: Data/Skill-based/Structured Questions Short Essays Case Studies Map Reading Exercises	15%	At least TWO per sub-topic
	Assignments of Fieldwork-based Activities or Group Projects (depending on the situation)	5%	ONE in Term I & ONE in Term II
	Unit Tests	40%	At least ONE per sub-topic
Summative Assessments	First Term Examination	10%	ONE in Jan 2021
	Final Examination	30%	ONE in Jun 2021

6. Public Assessment of Geography in 2023 HKDSE

	Paper 1	Paper 2
Weighting	75%	25%
Duration	2 hours 45 minutes	1 hour 15 minutes
Scope	Compulsory Part	Elective Part
Section/ Question type	A. Multiple-choice (20%) B. Fieldwork-based (15%) C. Data/Skill-based/Structured (30%) D. Short Essay (10%)	E. Data/Skill-based/Structured (15%) F. Short Essay (10%)

7. Grade Boundaries and Level Descriptors

Grade	Performance Descriptor
5* (≥80)	<ul style="list-style-type: none"> demonstrate comprehensive knowledge of the curriculum content by applying their knowledge in a logical manner to unfamiliar geographical contexts at a range of spatial and temporal scales, and evaluating the applicability and limitations of geographical concepts and principles explain complex spatial and ecological relationships and processes analyze, synthesize and interpret logically a range of geographical information including spatial and temporal data at different scales
5 (75-79)	<ul style="list-style-type: none"> demonstrate evaluative, inferential and problem-solving skills in examining a wide range of geographical sources and evidence with imagination and by thinking creatively design and conduct geographical enquiry studies independently by acquiring geographical data using a wide range of skills and techniques, from both primary and secondary sources; and drawing logical conclusions from the data and discussing limitations communicate their knowledge and understanding consistently in a coherent, creative, logical manner making extensive use of geographical terminology
4 (60-74)	<ul style="list-style-type: none"> demonstrate sound knowledge of the curriculum content by applying their knowledge to different geographical contexts at a range of scales, and recognizing the limitations of geographical concepts and principles explain spatial and ecological relationships and processes analyze, synthesize and interpret a range of geographical information demonstrate evaluative, inferential and problem-solving skills in examining a range of

	<p>geographical sources and evidence in a structured format</p> <ul style="list-style-type: none"> • design and conduct geographical enquiry studies by acquiring geographical data using a range of skills, suitable techniques and sources and drawing well-reasoned conclusions from the data • communicate their knowledge and understanding with competent and accurate use of a range of geographical terminology
3 (50-59)	<ul style="list-style-type: none"> • demonstrate adequate knowledge of the curriculum content by describing major spatial and ecological processes in different geographical contexts • analyze and interpret geographical information from a variety of sources • demonstrate evaluative and problem-solving skills • design and conduct geographical enquiry studies by acquiring geographical data with relevant techniques and drawing valid conclusions • communicate their knowledge and understanding appropriately making accurate use of geographical terminology
2 (35-49)	<ul style="list-style-type: none"> • demonstrate basic knowledge of the curriculum content by identifying familiar places and environments, describing major processes in familiar contexts using basic geographical ideas and concepts • interpret briefly given sources of geographical information • formulate brief arguments and solve simple geographical problems • conduct enquiry studies with guidance by acquiring geographical data using a limited range of methods and drawing brief conclusions • communicate their knowledge and understanding using everyday language
1 (20-34)	<ul style="list-style-type: none"> • demonstrate elementary knowledge of the curriculum content by identifying familiar places, environments and simple processes, and describing simple geographical ideas and concepts • express simple ideas and arguments in relation to geographical data • conduct simple enquiry studies and answer simple geographical questions by observing and collecting geographical data with instructions • describe what they know and understand in a simple and straightforward manner

8. Enquiries

Should parents have any queries regarding the Secondary 4 Geography curriculum, please contact the Head of Geography Department, Mr. LAW Chun Kit at 2685-1210.

Law Ting Pong Secondary School
Secondary 5 Geography
Course Outline and Assessment Plan (2020-2021)

1. General Description

Geography is a social science subject which offers a variety of perspectives and methods of study. It tries to explain the characteristics of places and the distribution of people, features and events as they happen and develop over the earth surface. It is about the man-environment interactions in the context of specific places and locations. By examining the inter-relationships among people, places and the environment, Geography helps students acquire an in-depth understanding of the changing contemporary world in terms of space and environment.

2. Learning Objectives of the HKDSE Geography Curriculum

By the end of Secondary 5, students should be able to:

- (a) Understand the Earth we inhabit, and recognize and interpret, from a spatial perspective, the arrangement of phenomena and features on Earth, the processes at work, the interactions that occur, the changes that result, and the issues and management responses that arise;
- (b) Develop the general intellectual capacity and generic skills needed for lifelong learning through geographical enquiry, and the ability to apply these in life situations;
- (c) Appreciate the wonder, interdependence and fragility of the local and global environment, and the importance of promoting sustainable development; and
- (d) Develop a sense of citizenship, a global outlook, and readiness to take action for the betterment of society, the nation and the world.

3. Topics and Teaching Schedule

Week	Date	Module and Topics
1	3 Sep to 4 Sep	<p>Introduction to the course and course requirements (e.g. explaining course outline, homework, and continuous assessment policy) and Subject affairs (e.g. setting class rules, forming groups, selecting subject leaders, etc.)</p>
2-5	7 Sep to 30 Sep	<p>(Compulsory) Module 7: Climate Change – Long-term fluctuation or irreversible trend?</p> <p>7.1 What is our climate like? 7.2 Is our climate really changing? 7.3 What are the causes of global warming?</p> <p>Learning Objectives: By the end of this module, students should be able to:</p> <ol style="list-style-type: none"> 1. define weather and climate 2. describe climate at global, regional and local scales 3. explain the mechanism of greenhouse effect and the role of human activities in causing global warming and climate change <p>Examples of Formative Assessments:</p> <ol style="list-style-type: none"> 1. Discussion after viewing weather reports 2. Construction and interpretation of climatic graphs 3. Classwork on defining climatic zones 4. Diagram drawing: concept maps and annotated diagrams 5. Newspaper clippings about global warming, climate change and extreme weather conditions <p>Continuous Assessments:</p> <ol style="list-style-type: none"> 1. Tests 2. Homework assignments
6-10	5 Oct to 6 Nov	<p>(Compulsory) Module 7: Climate Change – Long-term fluctuation or irreversible trend?</p> <p>7.4 How does climate change affect us? 7.5 How can we ease the problems?</p>

		<p>7.6 Is our climate also changing on a local scale?</p> <p>Learning Objectives:</p> <p>By the end of this module, students should be able to:</p> <ol style="list-style-type: none"> 1. describe the positive and negative impacts of climate change 2. suggest possible mitigation and adaption ways to ease climate change 3. describe the effects of urban growth and development on microclimate of Hong Kong <p>Examples of Formative Assessments:</p> <ol style="list-style-type: none"> 1. Discussion after viewing documentaries 2. Case study of microclimate of Hong Kong 3. Module reflection worksheet 4. Role play: How can countries cooperate in easing climate change? <p>Continuous Assessments:</p> <ol style="list-style-type: none"> 1. Tests 2. Homework assignments 3. Group project: a case study of a country or place affected by climate change
11	9 Nov to 13 Nov	Term Break
12-16	16 Nov to 18 Dec	<p>(Elective) Module 9: Weather and Climate</p> <p>9.1 What happens when solar radiation reaches the earth?</p> <p>9.2 What is the global distribution pattern of air temperature?</p> <p>9.3 What is atmospheric motion?</p> <p>9.4 What is precipitation? What is its world distribution pattern?</p> <p>Learning Objectives:</p> <p>By the end of this module, students should be able to:</p> <ol style="list-style-type: none"> 1. explain the energy budget and factors affecting insolation 2. describe the global temperature distribution pattern 3. understand the tri-cellular model and planetary wind systems 4. explain the formation of three types of precipitation 5. describe the global precipitation distribution pattern <p>Examples of Formative Assessments:</p>

		<ol style="list-style-type: none"> 1. Classwork on interpreting weather charts 2. Diagram drawing: concept maps and annotated diagrams of formation of rains 3. Field activity to measure weather on school campus 4. Visit to Hong Kong Observatory <p>Continuous Assessments:</p> <ol style="list-style-type: none"> 1. Tests 2. Homework assignments
17-18	21 Dec to 1 Jan	Christmas and New Year Holidays
19-24	4 Jan to 10 Feb	<p>(Elective) Module 9: Weather and Climate</p> <p>9.5 What are climatic zones?</p> <p>9.6 What are the characteristics of China's climate?</p> <p>9.7 What is the relationship between weather hazards and human activity?</p> <p>Learning Objectives:</p> <p>By the end of this module, students should be able to:</p> <ol style="list-style-type: none"> 1. describe and explain the climatic characteristics of major climatic zones 2. explain North-South and East-West variation of climate in China 3. explain the formation of cold fronts, typhoons and droughts 4. explain the causes of droughts and describe the impacts of droughts 5. evaluate the effectiveness of strategies adopted to combat droughts in North China <p>Examples of Formative Assessments:</p> <ol style="list-style-type: none"> 1. Diagram drawing: concept maps and annotated diagrams of typhoons 2. Module reflection worksheet 3. Case study of climatic hazards in China <p>Continuous Assessments:</p> <ol style="list-style-type: none"> 1. Tests 2. Homework assignments <p>Summative Assessments (25 Jan to 10 Feb) and Paper Checking</p>
24-25	11 Feb to 19 Feb	Lunar New Year Holiday

26-30	22 Feb to 22 Mar	<p>(Compulsory) Module 5: Combating Famine – Is technology a panacea for food shortage?</p> <p>5.1 What is famine? Where do most famines occur?</p> <p>5.2 What are the factors affecting agriculture?</p> <p>5.3 What are the characteristics of nomadic herding in the Sahel?</p> <p>Learning Objectives:</p> <p>By the end of this module, students should be able to:</p> <ol style="list-style-type: none"> 1. define famine and explain the causes of famine 2. explain the factors affecting agricultural production 3. describe the characteristics of the physical environments (climate, soil, vegetation cover and relief) of Sahel and the agricultural characteristics of nomadic herding in Sahel <p>Examples of Formative Assessments:</p> <ol style="list-style-type: none"> 1. Discussion after viewing documentaries 2. Soil experiments 3. (Virtual) field visit to a farm <p>Continuous Assessments:</p> <ol style="list-style-type: none"> 1. Tests 2. Homework assignments
30-32	23 Mar to 6 Apr	Experiential Learning Week and Easter Holiday
32-36	7 Apr to 7 May	<p>(Compulsory) Module 5: Combating Famine – Is technology a panacea for food shortage?</p> <p>5.4 What are the characteristics of irrigation farming in southern California?</p> <p>5.5 Can modern agricultural technologies increase farm production sustainably?</p> <p>5.6 What can be done to reduce the risk of famine?</p> <p>Learning Objectives:</p> <p>By the end of this module, students should be able to:</p> <ol style="list-style-type: none"> 1. describe the characteristics of the physical environments of Southern California and the agricultural characteristics of irrigation farming in Southern California 2. understand modern farming methods and genetically modified food 3. suggest measures to ensure sustainable agricultural development

		<p>Examples of Formative Assessments:</p> <ol style="list-style-type: none"> 1. Diagram drawing: concept maps and annotated diagrams of farming systems 2. Case studies of farming technologies in different countries 3. Module reflection worksheet 4. Fieldwork-based assignments <p>Continuous Assessments:</p> <ol style="list-style-type: none"> 1. Tests 2. Homework assignments 3. Group project: design a poster related to organic agriculture
37-40	10 May to 2 Jun	<p>(Compulsory) Module 3: Changing Industrial Location – How and why does it change over space and time?</p> <ol style="list-style-type: none"> 3.1 How has the location of manufacturing industries in Hong Kong changed over time? 3.2 What are the factors affecting the location of the manufacturing industry? 3.3 How has the location of the iron and steel industry in China changed over time? <p>Learning Objectives:</p> <p>By the end of this module, students should be able to:</p> <ol style="list-style-type: none"> 1. describe the changes in the location of manufacturing industries in Hong Kong 2. describe the changes in the location of iron and steel industry in China 3. describe the locational factors of different industries <p>Examples of Formative Assessments:</p> <ol style="list-style-type: none"> 1. Classwork on systems of manufacturing industries 2. Diagram drawing: concept maps and annotated diagrams 3. Case study of industrial relocation in Hong Kong and China <p>Continuous Assessments:</p> <ol style="list-style-type: none"> 1. Tests 2. Homework assignments
40-41	3 Jun to 9 Jun	Field Camp and Fieldwork-based Assignments
41-43	10 Jun to 24 Jun	Final Examinations

44	28 Jun to 30 Jun	Paper Checking and End-of-year Reflection
* 2 field activities will be organized if the situation allows.		

4. Course Materials and Requirements

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Summative Assessments	First Term Examination	10%	ONE in Jan 2021
	Final Examination	30%	ONE in Jun 2021

6. Public Assessment of Geography in 2022 HKDSE

	Paper 1	Paper 2
Weighting	75%	25%
Duration	2 hours 45 minutes	1 hour 15 minutes
Scope	Compulsory Part	Elective Part
Section/ Question type	A. Multiple-choice (20%) B. Fieldwork-based (15%) C. Data/Skill-based/Structured (30%) D. Short Essay (10%)	E. Data/Skill-based/Structured (15%) F. Short Essay (10%)

7. Grade Boundaries and Level Descriptors

Grade	Performance Descriptor
5* (≥80)	<ul style="list-style-type: none"> demonstrate comprehensive knowledge of the curriculum content by applying their knowledge in a logical manner to unfamiliar geographical contexts at a range of spatial and temporal scales, and evaluating the applicability and limitations of geographical concepts and principles explain complex spatial and ecological relationships and processes analyze, synthesize and interpret logically a range of geographical information including spatial and temporal data at different scales
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	<p>geographical sources and evidence in a structured format</p> <ul style="list-style-type: none"> design and conduct geographical enquiry studies by acquiring geographical data using a range of skills, suitable techniques and sources and drawing well-reasoned conclusions from the data communicate their knowledge and understanding with competent and accurate use of a range of geographical terminology
3 (50-59)	<ul style="list-style-type: none"> demonstrate adequate knowledge of the curriculum content by describing major spatial and ecological processes in different geographical contexts analyze and interpret geographical information from a variety of sources demonstrate evaluative and problem-solving skills design and conduct geographical enquiry studies by acquiring geographical data with relevant techniques and drawing valid conclusions communicate their knowledge and understanding appropriately making accurate use of geographical terminology
2 (35-49)	<ul style="list-style-type: none"> demonstrate basic knowledge of the curriculum content by identifying familiar places and environments, describing major processes in familiar contexts using basic geographical ideas and concepts interpret briefly given sources of geographical information formulate brief arguments and solve simple geographical problems conduct enquiry studies with guidance by acquiring geographical data using a limited range of methods and drawing brief conclusions communicate their knowledge and understanding using everyday language
1 (20-34)	<ul style="list-style-type: none"> demonstrate elementary knowledge of the curriculum content by identifying familiar places, environments and simple processes, and describing simple geographical ideas and concepts express simple ideas and arguments in relation to geographical data conduct simple enquiry studies and answer simple geographical questions by observing and collecting geographical data with instructions describe what they know and understand in a simple and straightforward manner

8. Enquiries

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