

2020-2021 Annual Plan of the Department of Geography

Subject objectives

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

Major concerns in the current year

Part A: School Major Concerns

1. Embrace the knowledge and intellectual pursuits through refinement the curriculum and assessment modes in order to boost academic performance.
2. Implement of the school-based Senior Forms 4-5-5 class structure.
3. Enhance the professional exchange among various subjects and develop external professional networks.

Implementation and evaluation

Part A: School Major Concerns

1. Embrace the knowledge and intellectual pursuits through refinement the curriculum and assessment modes in order to boost academic performance.

	Strategies	Timeframe	Measurement	Criteria for Success	Teacher-in-charge	Resources required
1.1	Improvement in Junior Forms IH curriculum ✧ Enhance and identify essential geographical skills and subject contents ✧ Incorporate geographical elements and implement the	Sept 2020 - Aug 2021	Teacher’s evaluation Students’ responses & performances in	Students’ performances in both formative and summative assessments	LSP	Financial resources to employ teaching assistants

	fine-tuned IH curriculum in the upcoming three years		the Examination			
1.2	Widen students' horizon by organising activities to provoke students' motivation in learning and self-esteem: <ul style="list-style-type: none"> ✧ Organise field trips, fieldwork camps or visits for Seniors Forms students ✧ Nominate junior for students to engage in in the program of Gifted Education 	Sept 2020 - Aug 2021	Teacher's evaluation Students' response & performance in the Examination	Students' performances in both formative and summative assessments	LSP	

2. Implement school-based Senior Forms 4-5-5 class structure.

	Strategies	Timeframe	Measurement	Criteria for Success	Teacher-in-charge	Resources required
2.1	Adjust the teaching schedule, instructional pace and in Form 4 <ul style="list-style-type: none"> ✧ Identify and reinforce the requisite techniques in HKDSE Geography ✧ Geographical terminology ✧ Command words or directive terms ✧ Repetition of keywords ✧ Note-taking skills ✧ Collaborative learning ✧ Differentiate in questioning techniques 	Sept 2020 - Aug 2021	Teacher's evaluation Observation by Teacher	Students' performances and Teacher's observations	LSP	Employ teaching assistants to the consolidate the teaching materials
2.2	Differentiate the modes of assessment in Form 4 for different ability groups: <i>High ability group</i> <ul style="list-style-type: none"> ✧ Students should be able to answer multiple choices questions and data response questions ✧ i.e. fundamental task <i>Low ability group</i> <ul style="list-style-type: none"> ✧ Students should be able to answer the multiple-choice question, data response question and the short essay ✧ i.e. fundamental task and high 	Sept 2020 - Aug 2021	Teacher's evaluation Students' response & performance in the examinations Teacher's observations	students' performances and Teacher's observations	LSP	Employ teaching assistants to the consolidate the teaching materials

	order thinking question) ◇ Bonus marks will be awarded for high-order thinking question, e.g. short essay					
2.3	Planning for E-learning to cater for learner diversity and to enhance teaching and learning - Online marking - Virtual lesson' - Recorded lectures - Online learning activities	Sept 2020 - Aug 2021	Teacher's evaluation Students' response & performance in the examinations Teacher's observations	students' performances and Teacher's observations	LSP	

3. Enhance professional exchange among various subjects and develop external professional networks.

	Strategies	Timeframe	Measurement	Criteria for Success	Teacher-in-charge	Resources required
3.1	Participate in teacher training courses that organised by the Education Bureau ◇ Enhance teaching and learning	Sept 2020 - Aug 2021	Teacher's evaluation	students' performances and Teacher's observations	LSP	
3.2	Outsourcing external professional network to ◇ enhance teaching and learning ◇ organise a joint school field trip to enhance the teaching and learning of the compulsory fieldwork-based question (FBQ)	Sept 2020 - Aug 2021	Teacher's evaluation Students' response & performance in the examinations Teacher's observations	students' performances and Teacher's observations feedback from QSHK	LSP	QSHK

Mode of Assessment

Assessment System

The assessment system is based on the philosophy that a student is evaluated on his/her performance. A grade describes to what degree a student has achieved the appropriate content and skill objectives in a given course of study. Content and skill objectives are determined by the school's curriculum, HKEAA examination syllabus.

Marks are computed at the end of each semester as a weighted average of daily marks (take-home assessment or homework assignment) associated with the examination marks received. The weighting of marks is shown as follows.

Forms	Daily marks	1 st Examination	2 nd Examination
	Formative assessment	Summative assessment	
Form 3	30%	70%	70%
Form 4	20%	80%	80%
Form 5	20%	80%	80%
Form 6	-	100%	-

Every effort is made to evaluate the student’s self-government, self-discipline and progress. Daily marks indicate the current status of the student toward completing course requirements. Daily mark of “0” on a particular test or take-home assessment may indicate that student whose assignment was missing. The Teacher may still be willing to accept late work within one week after the deadline. Also, note that the semester grade is based on multiple marks, and the student will most likely have an opportunity to improve his or her learning as well as the overall grade.

Summative assessment – Form Test and Examination

Summative assessment refers to the test and Examination, which used to assess and summarise the development of learners at a particular time. They may also be used for diagnostic assessment to identify any weaknesses of students. Generally, tests are scheduled one month before.

Formative assessment - Take-home assessment (homework assignment)

Formative assessment is characterised as an assessment for learning by looking at how the learners performed. Take-home assessment (homework assignment) is assigned out-of-class tasks that usually focus on helping students take charge of their ownership of learning opportunities and to identify subject areas that require more attention as well as extending the time available for both practice and investigative learning.

Students are to receive reasonable take-home assessments (homework assignments) that complement classroom instruction. Every effort should be made to see that homework assignments are understood, relevant to the curriculum, as interesting or challenging as possible, and that students have the means and materials to complete their work successfully.