

Geography

Introduction

1. Geography as a discipline enables us to understand the Earth we are living in from a spatial perspective. It offers a systematic framework for enquiry into questions about the world that surrounds us. Geography provides a bridge between the social sciences and the physical sciences, through the provision of an understanding of the dynamics of cultures, societies and economies on the one hand, and those of physical landscapes and environmental processes on the other.

2. Geography as a secondary school subject enables students to explore and understand the relationship between the Earth and its peoples through the study of space, place and environment. These three elements (or macro-concepts) form the core of geography in secondary education. In pursuit of such an understanding, the questions “What”, “Where”, “How”, “Why” and “What if” are central and are the basic constructs for developing a geographical framework for enquiry.

3. The study of Geography at senior secondary level is built on the knowledge and skills students will have acquired in the junior secondary curriculum. These include the concepts and knowledge embedded in the various strands of the PSHE Curriculum, in particular Strand 4 ‘Place and Environment’. Students completing the junior secondary geography curriculum will also have acquired basic enquiry and generic skills, and have had experience of making values judgements through investigating issues from a geographical perspective.

Rationale

4. As an elective PSHE subject in the senior secondary curriculum, Geography aims to provide students with an understanding of the Earth and the modern world. Through examining the interrelationship among people, place and environment it helps students to acquire an in-depth understanding of the changing contemporary world in terms of space and environment.

5. Hong Kong, as an international metropolitan city, provides a rich context for Geography students to develop a global outlook, an awareness of the influence of globalisation and an appreciation of the importance of international cooperation in tackling global issues. Senior secondary geographical education seeks to use this rich context to enable students to gain a deeper understanding of the changing world, the changing environment and the changing economy. On the other hand, the study of Geography will help students develop a sound knowledge of our nation. It will help students to face

challenges posed by population explosion, environmental pollution, regional socio-economic inequality, resource depletion, etc., all of which are becoming ever more prominent in China, as well as in the world in general.

6. Moreover, the study of Geography also provides opportunities for students to develop their general intellectual capacity for life-long learning, and for generic skills such as critical thinking, communication, information processing, problem solving, decision-making etc. The enquiry approach adopted in Geography enables students to develop the important abilities involved in values clarification and values judgement, which are fundamental to whole-person development. Geographical education provides students with learning experiences which enable them to see the relationships between the individual, society and the environment, and through this to develop skills which can be transferred to other learning and life situations.

7. The study of Geography in senior secondary schools provides students who will study Geography in the universities with a solid conceptual foundation, while for those who will enter university to study other subjects (such as Arts or Social and Environmental Sciences), it will have provided exposure to higher order thinking. For all students, it provides a spatial perspective towards socio-economic and environmental issues, a focus on citizenship and on national and global identity, and opportunities for developing generic skills such as the ability to analyse and synthesise, to solve problems, to communicate and to use information technology. The subject also prepares students for a range of career choices in which a global perspective, environmental ethics and awareness, and a sound sense of space and region are specifically needed. More obvious examples of such careers include urban and transport planning, resources and environmental management, tourism and recreation, and at a broader level administration and business.

8. In brief, senior secondary geographical education will equip our students to become geographically informed and inquiring people— i.e. people who see meaning in the arrangement of things in space; who see relations between people, place and environment; who ask geographical questions and find answers through enquiry; who use geographic knowledge and skills in solving problems; and who apply spatial and ecological perspectives to life situations.

Curriculum Aims

9. The aims of the curriculum are to enable students to:
- (a) understand the Earth they inhabit, and enable them to 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 life-long 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 and a global outlook, and readiness to take action for the betterment of society, the nation and the world.

Curriculum Objectives

- 10. Students are expected to develop *knowledge and understanding* about:
 - (a) how natural environments influence human activities, and how human activities alter natural environments;
 - (b) the changing development of geographical phenomena and issues in terms of space and time;
 - (c) the characteristics and functioning of major natural environments, through analysing the processes and interactions within and between;
 - (d) the characteristics and development of major human activities in order to achieve a sense of region;
 - (e) the issues arising from people-environment interactions and the human responses to such issues, as well as the implications of these human responses for resource management;
- 11. Students are expected to develop
 - (a) geographical inquiry skills, including the ability to:
 - (i) identify and ask questions from a geographical perspective;
 - (ii) locate, select and extract appropriate information and data from primary and secondary sources (e.g. the field, surveys, documents, maps, charts, ground and aerial photos, Geographic Information System [GIS] data), which require the ability to observe and record data systematically and accurately;
 - (iii) present and organise information and data. This comprises the ability to:
 - use appropriate techniques for summarising (e.g. descriptive statistics such as measures of central tendency and variability);
 - use appropriate formats, such as texts (e.g. reports, tables, summaries, etc.) and illustrations (such as maps, diagrams, models, sketches, graphs, etc.);

- (iv) compare, analyse, synthesise and evaluate, in order to interpret information and data for making inferences and drawing conclusions. This comprises the ability to:
 - use appropriate statistical techniques (e.g. correlation)
 - analyse spatial patterns using GIS
 - (v) To evaluate the findings, solutions or conclusions drawn from the inquiry.
 - (b) generic skills of communication, critical thinking, problem-solving skills and creativity through geographical inquiry, in particular the ability to:
 - (i) select appropriate means of effective communication;
 - (ii) draw out meaning from information, and determine what to believe and what not to believe;
 - (iii) analyse problems through logical reasoning, and determine the optimal course of action from a number of alternatives;
 - (iv) view situations from different perspectives and adopt appropriate approaches to analyse problems.
12. Students are expected to develop **values and attitudes** so that they may:
- (a) develop a sense of wonder, enjoyment and curiosity about peoples, places and environments;
 - (b) show respect for all peoples, their cultures, values and ways of life;
 - (c) recognize environmental problems and take appropriate action to promote sustainable development;
 - (d) cultivate a sense of belonging to society and nation and to become active and responsible citizens;
 - (e) be aware of the increasing global interdependence of peoples and nations, and to appreciate the importance of international solidarity and cooperation.

Curriculum Framework

(This part should be read in conjunction with the section “Curriculum Framework” of the Main Document. It should be noted that the curriculum framework suggested below is for initial consultation only. Feedback from the public will be taken into account and further details will be provided in the next stage of consultation.)

13. The new senior secondary geography curriculum is developed on the basis of the newly revised S4-S5 Geography Curriculum (2003). The existing content of 6 themes and 6 issues are retained as far as possible, with an appropriate updating of knowledge and information, a broadening of coverage and an increase in depth.

14. The proposed curriculum comprises a compulsory part and an elective part. The compulsory part accounts for 80% of the total curriculum time. The compulsory part aims to assist students to acquire fundamental geographical concepts and knowledge and to develop a framework of thinking and enquiry essential for further study, career development and lifelong learning. The elective part, taking up the remaining 20% of lesson time, comprises a number of elective modules to cater for the varied aptitudes, interests and needs of students.

15. The compulsory part comprises 8 geographical issues and 3 geographical questions. It will cover **key geographical concepts** such as location and spatial distribution, place and region, physical and human systems, human-environment interrelationship, and sustainability. It also includes two enquiry tasks, one based on fieldwork and the other on spatial data (e.g. maps, photos, statistics, GIS, satellite images, etc.), which together form the basis for School-based Assessment. The issues and questions are listed below:

- (a) Is famine a naturally or human induced disaster?
- (b) Are environmental conservation and urban development mutually exclusive?
- (c) Global warming – Is it a fact or fiction?
- (d) Disappearing green canopy – Who should pay the price?
- (e) Should China go for nuclear power to solve her energy crisis?
- (f) Is it a rational choice for people to live in hazard-prone areas?
- (g) Is regional socio-economic inequality in China unavoidable?
- (h) Too much and too little – Can we solve the problem of water in China?
- (i) How and why does the work of water vary from the summit to the shore?
- (j) Here and not there – What determines the location of industries and how does this change over time?
- (k) Why are agricultural characteristics so varied, even in similar natural environmental settings?

16. The inclusion of the above geographical issues in the form of questions is designed both to enable students to learn to think and enquire geographically, and to transfer what they have learnt to other learning and life situations. (Refer to Appendix 1 for further guiding questions)

17. The modules in the elective part range from those stressing strong academic rigour to those with a more career-related focus. Elective modules are designed to cater for the specific aptitudes and interests of particular groups of students. Examples of electives are:

- (a) Earth Science¹
- (b) Transport Geography²
- (c) Tourism Geography — leisure and recreation planning and management
- (d) Retail Geography — “Where should my shop be located?”
- (e) The Geography of Conflict — analysing wars and conflict over space and resources.

(The number of modules a student is required to select will be decided after the first consultation.)

Time allocation

Curriculum Framework	Lesson Time (Total lesson time: 255 hrs)
Compulsory part	
Issues / questions (11)	60%
Fieldwork enquiry + Spatial data enquiry	20%
Elective part	
2-4 modules	20%

¹ Refer to Appendix 2 for details.

² Refer to Appendix 2 for details.

Learning and Teaching

18. Enquiry learning is used in the organisation of geography lessons to develop students to become active learners and problem-solvers. Through enquiry, students can acquire geographical concepts and knowledge in an interesting and authentic way. In conducting geographical enquiry, students are encouraged to ask geographical questions and to seek answers independently. With the information and experience they gain, students are enabled to look into issues or problems from different perspectives. Students will also be encouraged to discuss and collaborate with one another to carry out investigations and solve problems. They will thus be encouraged to be open-minded, and to tolerate and respect the different views of different people. They will also learn to be more self-directed in their own learning.

19. The use of geographical issues and questions aims at arousing the interest of students to enquire. Students are led to examine issues and questions using the 5 'W's of geography – "What", "Where", "How", "Why" and "What if" – so that a strong geographical perspective can be established. Key geographical concepts and knowledge are also introduced to help students interpret and analyse the issues and questions. Figure 1 shows how an enquiry approach is used to study a geographical issue / question and to build up the knowledge structure of geography. It uses the issue: "Disappearing green canopy – who should pay the price?" as an example.

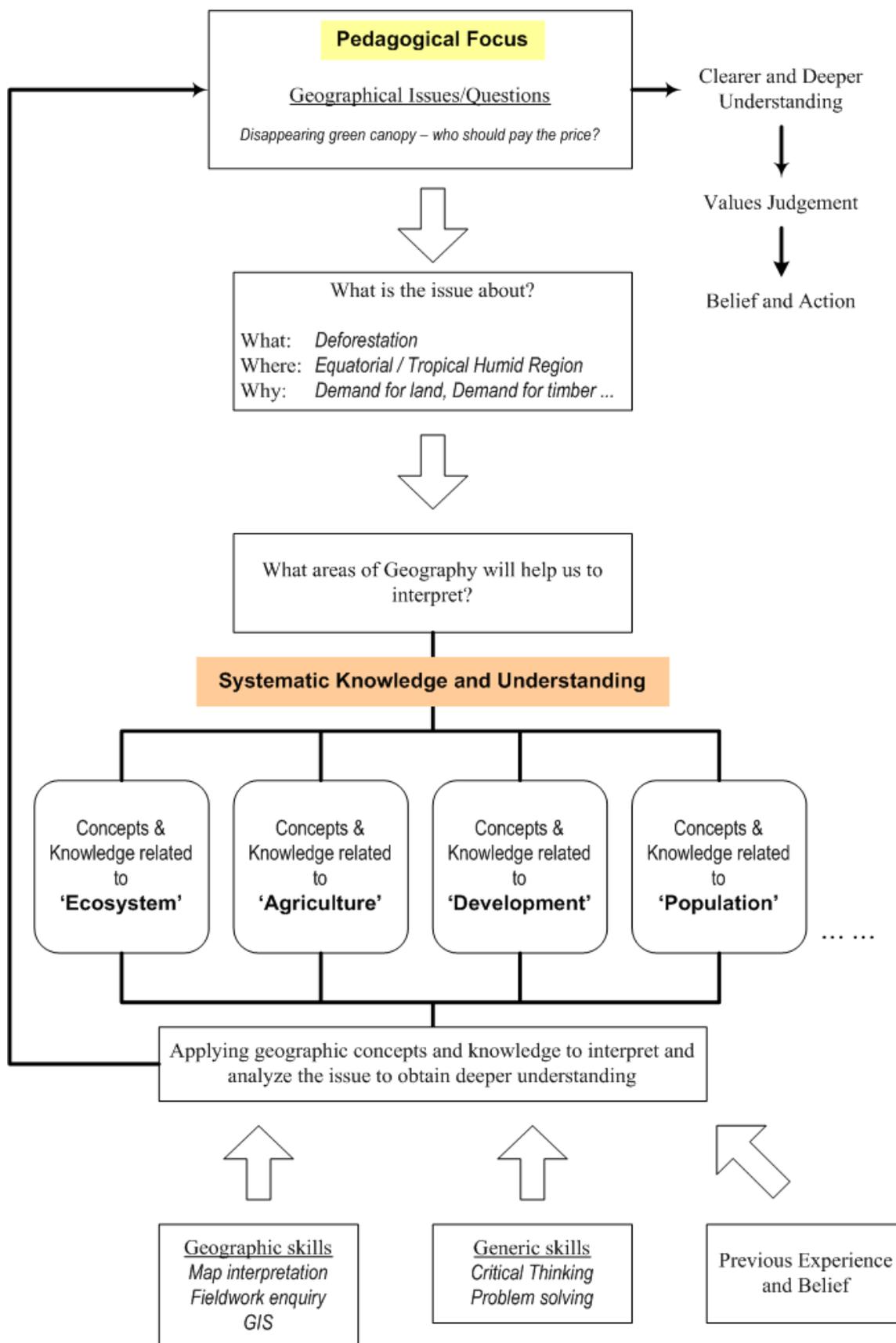


Figure 1 The use of the enquiry approach in the study of a geographical issue / question

20. In using enquiry learning, geography teachers will change their role from knowledge transmitters to learning facilitators. As facilitators, teachers provide students with situations in which they can acquire geographical concepts and practice geographical skills. This needs careful planning of the learning activities, so that the knowledge to be acquired by students through enquiry can be built up step by step, forming a holistic and logical picture. To ensure that all students derive maximum benefit from enquiry learning, it is essential for teachers to assist them to sum up what they have learnt at the end of the enquiry process.

Assessment

(This part should be read in conjunction with the section “Assessment” of the Main Document.)

21. Assessment is the practice of collecting evidence of student learning. The aims are to improve learning and teaching as well as to recognize the achievement of students. The assessment design will align with curriculum aims, design and learning processes of the subject concerned.

22. Internal Assessment

Internal assessment refers to the assessment practices that schools employ as part of the learning and teaching process during the three-year senior secondary studies in Geography. Schools should design a range of assessment modes, such as oral questioning, observation of students, project work and assignments, according to their curriculum plans, student learning progress, the context of their school and student abilities and needs, so as to collect continuous information on progress and to give feedback on what students have learned and achieved. The information collected will help motivate student learning and help teachers find ways of promoting more effective learning and teaching.

23. Standards-referenced Assessment (SRA)

Public Assessment of Geography leads to a qualification in the subject to be offered by the Hong Kong Examinations and Assessment Authority. In the public assessment of New Senior Secondary Geography, a standards-referenced approach will be adopted for grading and reporting student performance. The purpose of this approach is to recognize what each student can do in each subject at the end of the 3-year senior secondary education. Each student’s performance will be matched against a set of performance standards, rather than compared to the performance of other students. It makes the implicit standards explicit by providing specific indication of student performance. Descriptors will be provided for the set of standards at a later stage.

24. Modes of public assessment

There are two modes of public assessment for the New Senior Secondary Geography Curriculum - a) a written examination component and b) a school-based assessment (SBA) component.

The SBA component will take up 20% of the total weighting of public assessment. It is proposed that this should involve fieldwork investigation and spatial data enquiry. The merits of adopting SBA are as follows:

- (a) SBA provides a more valid assessment than an external written examination alone, since it can cover a more extensive range of learning outcomes through employing a wider range of assessment modes that are not always possible in written examinations.
- (b) SBA enables the sustained work of students to be assessed. It provides a more comprehensive picture of student performance throughout the period of study rather than their performance in a one-off examination alone.

It should be noted that SBA is not an “add-on” element in the curriculum. Assessing student performance through practices such as class discussion and class observation is a normal in-class and out-of-class activity. The assessment modes selected for SBA in Geography will be those appropriate to the learning objectives and processes that are to be assessed. The design and implementation of SBA should avoid unduly increasing the workload of both teachers and students.

Supporting Measures

25. To support the implementation of this New Senior Secondary Geography Curriculum, the Curriculum Development Institute will provide the following support measures:

- (a) Development of curriculum support materials
Support materials will be developed to assist teachers to implement the new curriculum as follows:
 - (i) Provision of exemplars and guidelines on how to plan and structure geography lessons and learning activities in line with the rationale and aims of the curriculum.
 - (ii) Provision of information and resource package to assist teachers to handle the new concepts, themes, and issues included in the curriculum.
 - (iii) Provision of exemplars and guidelines on how to infuse geographical skills and generic skills into the learning of Geography.
 - (iv) Provision of annotated work samples and guidelines on how to adopt ‘Assessment for Learning’ strategies in the learning of Geography.

(b) Professional Development Programmes

A series of in-service professional development programmes will be offered as follows:

- (i) Curriculum design and planning
- (ii) Updating of new knowledge
- (iii) Pedagogy and proper use of support materials
- (iv) GIS training
- (v) Assessment (including SBA)

In addition, seminars and workshops on specific topics will be organised depending on teachers' needs.

(c) Development of teacher network

In order to assist teachers to implement the new curriculum and to disseminate good practices and experience, a group of geography educators from both secondary schools and tertiary institutions will be asked to research and develop implementation strategies, lesson design and planning, resource and teacher-training materials, assessment strategies and tools, etc. for the new curriculum. It is also hoped that through pilot studies in a few secondary schools, useful experience and good practices can be collected and shared through a teacher network. One of the areas in which such a teacher network might be developed will involve how best to adopt GIS and fieldwork enquiry in Geography.

Suggested Content Outline of the Compulsory Part

Issues**Is famine a naturally or human induced disaster?**

- ✧ What is 'famine'?
- ✧ Where do most famines occur? What are the similarities found in regions frequently affected by famine?
- ✧ Why do some regions have surplus food production whereas others are suffering from famine?
- ✧ What are the causes of famine? Is it a naturally or human induced disaster?
- ✧ Can international aid programmes help regions affected by famine effectively? Or are they just causing further problems albeit with good motives?
- ✧ Why should we bother about famine in other regions?
- ✧ To what extent can technology help increase agricultural production to alleviate food shortage? Is genetically modified food a possible way out?
- ✧ What are the negative impacts of using technology in agriculture?
- ✧ Is it possible for us to minimize the negative impacts of using technology in agriculture, but at the same time produce enough food for everyone?

Related concepts: agricultural system, factors affecting agriculture, agricultural technology

Are environmental conservation and urban development mutually exclusive? #

- ✧ Why do cities keep growing?
- ✧ How will the internal structure of a city change when it keeps growing? What are the processes involved in such a change?
- ✧ What problems will a growing city bring? How can the problems be solved?
- ✧ What kinds of conflict will be created when solving the above problems?
- ✧ How can these conflicts be dealt with? Can the concept of 'sustainable development' help?
- ✧ What is a sustainable city? What are the characteristics of such a city?
- ✧ How can we make a city 'sustainable'?
- ✧ What are the costs of developing a sustainable city?
- ✧ Is environmental degradation a necessary evil for improvement of living standards in a growing city? How should we choose?

Related concepts: urban growth, internal structure, changes in cities, urban problems, sustainable development
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Global Warming — Is it a fact or a fiction? #

- ✧ Is our Earth getting warmer? What evidence is there?
- ✧ What is the normal global distribution pattern of temperature? How is insolation distributed on the Earth's surface?
- ✧ What are the factors that influence the global temperature distribution pattern?
- ✧ What is global warming? What are the differences and relationships between global warming and the greenhouse effect?
- ✧ Is global warming a natural process? How can human activities strengthen the process?
- ✧ What will be the impact of global warming? How will it affect our lives?
- ✧ What can we do about it?
- ✧ Is global warming really happening? Is it just a long-term fluctuation of temperature, or is our Earth really heating up?

Related concepts: global warming, the greenhouse effect, climatic distribution, factors affecting climate, climatic change, long-term trend and sudden change

Disappearing Green Canopy — Who should pay the price? *

- ✧ What is happening to tropical rainforests?
- ✧ How does a tropical rainforest look like before deforestation?
- ✧ What makes a tropical rainforest look as it does?
- ✧ Why do we say that a tropical rainforest is a complex but fragile ecosystem?
- ✧ Why are tropical rainforests all over the world disappearing at an ever-faster rate?
- ✧ What are the impacts of massive deforestation in tropical rainforest regions? How will it affect the local and global environment? How will it affect the local people? How will it affect our lives?
- ✧ How can we stop tropical rainforests from disappearing?
- ✧ Will the protection of tropical rainforests hinder the development of local economy?
- ✧ Can we strike a balance? What price has to be paid to protect tropical rainforests, and who should pay it?

Related concepts: ecosystem, deforestation, population growth, environmental conservation, sustainable development

Should China go for nuclear power to solve her energy crisis? #

- ✧ Why are some cities in China smog-ridden all year round? Why can't some of them be seen from the satellite?
- ✧ What are the causes of air pollution in Chinese cities?
- ✧ What is the impact of air pollution in China?
- ✧ Why should we bother about the air pollution problem in other parts of China?
- ✧ Where are the major supply regions of fossil fuels in China?
- ✧ Where are the major urban and industrial regions in China?
- ✧ What is wrong with such distribution patterns?
- ✧ How can we solve the mismatch between the distribution of energy production and consumption? Should our population and industries move towards the sources of energy supply? Or should we 'deliver' energy resources to our urban and industrial centres? Is the development of alternative energy resources another possible way out?
- ✧ What are the pros and cons of the various solutions to this problem? On what basis should we decide?

Related concepts: energy, distribution and spatial pattern, demand and consumption, environmental pollution, conservation, sustainable development

Is it a rational choice for the people to live in hazard-prone areas?

- ✧ What areas have been frequently affected by earthquakes, volcanic eruption and tsunamis? Are there any spatial patterns in these natural hazards?
- ✧ Why are there such patterns? How is it related to the global distribution of plates and plate boundaries?
- ✧ What and where are the major plates and plate boundaries? How does plate movement create the above natural hazards?
- ✧ Why are some earthquake and volcanic zones far away from plate boundaries?
- ✧ What are the effects of earthquakes, volcanic eruption and tsunamis? How do these natural hazards affect the lives of human beings?
- ✧ What has been done to reduce the impact of these natural hazards?
- ✧ Why are less developed areas more vulnerable to these natural hazards than more developed areas?
- ✧ Should human beings move away from hazard-prone areas?
- ✧ Why do some people still live in hazard-prone areas? Is their choice rational?

Related concepts: natural hazards, distribution and spatial pattern, plate tectonics, human responses to hazards

Original issues modified

Is regional socio-economic inequality in China unavoidable? *

- ✧ Why are some regions more developed and richer than others in China? Is there a pattern for such regional disparity in China?
- ✧ Besides economic inequality, what other disparities can be found between different regions in China? What are the major forms of socio-economic inequality that can be found in China?
- ✧ What are the causes of such inequality? To what extent is it a result of uneven distribution of natural resources and variation in physical environment?
- ✧ What is the impact of such inequality? How will it affect the future development of China?
- ✧ How true is it to say that regional socio-economic inequality is a man-made phenomenon?
- ✧ How can we avoid further exacerbating such inequalities in China?
- ✧ Are such inequalities a price worth paying for rapid growth rate? Should we allow them to exist in exchange for economic prosperity?
- ✧ Is regional socio-economic inequality a problem that cannot be solved?

Related concepts: inequality, regional development, resource distribution, variation in environments, growth and development

Too much and too little — Can we solve the problem of water in China?

- ✧ Why are there frequent floods in East China? Why does the flow of the Huang He dry up?
- ✧ What makes some areas in China have too much water while others have too little?
- ✧ What are the consequences of the above?
- ✧ How is this related to climatic patterns in these areas? How is this related to the water cycle and the characteristics of drainage basins in these areas?
- ✧ Do these problems have anything to do with human activities in these areas?
- ✧ Are these problems mainly human-induced, or just an act of Nature?
- ✧ How can the problems be solved?
- ✧ What are the pros and cons of different solutions to these problems?
- ✧ Will we create other problems by solving these problems? Can the problems be solved?

Related concepts: water cycle, climatic pattern, precipitation, fluvial processes, drainage basin, fluvial characteristics and features, natural hazards

* New issues

Geographical questions**How and why does the work of water vary from the summit to the shore? #**

- ✧ Why are large boulders mostly found in the upper course of a river while small pebbles are found in the lower course? Why do we find sea cliffs and geos along some coastlines but beaches and sand-spits along others?
- ✧ What are the major processes operating at different parts of the river and along the coast?
- ✧ Why does the work of water vary?
- ✧ What are the major features to be found in different sections of the river and the coast because of such variation in the processes at work?
- ✧ How can human activity alter the scene? What will be the consequence of this alteration?

Related concepts: fluvial processes, fluvial morphology, coastal features, erosion and deposition

Here and not there — What determines the location of industries and how does this change over time?

- ✧ Where are the major iron and steel industrial centres in China? Why are they there?
- ✧ How does the location of China's iron and steel industry change over time? Why do some plants still stick to their original location?
- ✧ Why does the same group of factors fail to influence the location of the IT industry in the US? What determines its location there?
- ✧ What impact does globalisation and technological advance have on the location of manufacturing industry and its mode of production?
- ✧ What will be the social and economic impact of changes in industrial location and mode of production?

Related concepts: industrial location, factors affecting location, changing location, industrial inertia, impacts of globalisation
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Why are agricultural characteristics so varied, even in similar natural environmental settings?

- ✧ Where is Southern California? Where is Sahel? What are the characteristics of their natural environments?
- ✧ What are the agricultural characteristics of nomadic farming in the Sahel? What are the agricultural characteristics of irrigation farming in Southern California?

Original themes modified

- ✧ Why are agricultural characteristics so varied even in similar natural environmental settings?
- ✧ How true is it to say that human factors are becoming more and more dominant in influencing agriculture than physical factors?
- ✧ Have we really overcome most of the farming constraints imposed by the natural environment? What price do we have to pay for this 'success'?

Related concepts: agricultural system, factors affecting agriculture, farming constraints

Two Examples on Elective Modules

Earth Science

This is a module for those students with a strong interest in physical geography and in the related fields of natural science. It provides foundation knowledge for further studies in related fields. The module can be structured by adopting a system approach that aims at providing a basic foundation for the study of the Earth as a unique and interactive system, or a thematic approach with a strong issue-enquiry element to study the interaction between the Earth system and human activities.

The first approach helps students understand how the Earth evolved and how the four spheres of the Earth system (namely the atmosphere, hydrosphere, biosphere and lithosphere) operate as a unique system and interact with one another. The key is not to study each sphere in great detail, but to appreciate how they interact and operate as a whole. This module illustrates the close connection between physical geography and natural science, and helps pave the way for students' further academic study in this area.

Our Planet Earth

1. The Earth in Space—The Solar System, The Sun, The Earth as a Planet
2. The Earth Beneath—The Earth's interior, rock cycle, the evolving crust
3. Covering the Earth—Oceans, rivers, snow and ice
4. Surrounding the Earth—Atmospheric composition and structure, weather systems
5. Living on the Earth—Ecosystems, evolution and extinction

The second approach emphasises the impact that human activities have on Earth. Owing to increasing human interference in our four spheres, the balance among the various natural systems of the Earth is altered and leads to a series of changes that poses challenges and threats to all living organisms, including human beings, on Earth. This module is a typical example to illustrate the role of geography in environment and resource management.

A Planet Under Stress

1. The changing face of the land—how the present landforms of a specific region are shaped and distorted by both natural processes and human activities.
2. Our Earth nears bankruptcy — over-exploitation and exhaustion of natural resources
3. Global climatic change — return of the Great Flood and Ice Age?
4. Diminishing biodiversity — a loss that can never be replaced.

Transport Geography

This is a module for those students with a strong interest in human geography, especially transport geography. It has an academic focus and provides a foundation of knowledge for further studies in related fields. It is also career-oriented and provides students with a basic understanding of transport planning and management.

The module aims at providing a brief understanding of the spatial structure and development of a transport system. It covers fundamentals in the geographical analysis of transport, but the main focus is on the understanding of the interaction between transport and development. Regional case studies are used to explain the mechanism and dynamics of transport systems, and how they interact with local and global development.

In brief, the proposed content of this module includes:

- ✧ Fundamental aspects of transport geography
- ✧ Evolution of transport systems
- ✧ Transport and development
- ✧ Inter-modal transport and logistics
- ✧ Transport and Sustainability Issues

Proposed questions to be selected for case study/enquiry:

1. Can Hong Kong be developed into a transport hub in the Zhujiang Delta?
2. An international hub in South China: How does Hong Kong perform?
3. How is the role of Hong Kong changing as a transport gateway to China?
4. How can a sustainable transport system be developed in the Zhujiang Delta?

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