

Annex 3

The Requirements of Basic Academic Attainments for Senior Secondary Geography Education

I. Basic rationale

Geography education involves a broad range of knowledge and skills. Its subject areas include sustainable development, regional linkages, cultural inheritance and innovation, local exploration, etc. The Requirements of Basic Academic Attainments for Senior Secondary Geography Education further emphasise the use of important concepts, thinking methods and skills in Geography as well as the learning process of finding and solving problems; focus on the improvement of geographic literacy; lay a sound foundation for students' lifelong learning and development. On these grounds, the Requirements of Basic Academic Attainments for Senior Secondary Geography Education should comply with the following fundamental principles.

1. Attaching importance to students' common development needs, cultivating the core knowledge and skills in Geography.

The requirements of basic academic attainments for senior secondary Geography education focus on the required level of ability that senior secondary students should possess upon completion of their studies and attach importance to students' common development needs and learning interests. The curriculum aims to develop students' important knowledge and skills in the area of Geography through studies and investigations in such areas as, sustainable development, regional linkages, cultural inheritance and innovation as well as local exploration. The curriculum includes regional, national and global knowledge; the design and organisation of the curriculum give importance to selecting teaching materials that are conducive to the transfer and development of learning abilities so as to enhance sustainable learning effects.

2. Improving students' geographic literacy, fostering their feelings for Macao and help them build up an international vision.

The curriculum design and teaching should provide rich and diverse learning experiences to students. Through discussing local and global issues, strengthen students' problem solving, peer communication and cooperation skills as well as foster their attitudes to respect and understand others. Besides, it should also enhance students' understanding of the perspectives and methods of Geography so as to increase their geographic literacy. The investigation of local issues that are

relevant to students' life is conducive to developing students' concern for and sense of belonging to the hometown and the country; while the investigation of international and global issues can further nurture students to become citizens with international perspectives.

3. Promoting thematic exploration, broadening the horizons and improving the learning methods in terms of Geography.

The Geography curriculum includes a wide range of contents. Students should be required to conduct investigation and study of different topics to expand their scope of thinking and improve their learning ability. For example, the curriculum can include discussion of important global, regional and local issues and the use of modern scientific methods to collect, sum up, collate and analyse data. Through this, students' abilities of interpreting maps, geographical calculation and analysis as well as logical inference can be fostered. While in terms of sustainable development topics, such interdependent issues as environment, economy and society are involved; thus the study of such issues requires a comprehensive application of knowledge and skills in various fields.

4. Valuing the practical considerations of curriculum, encouraging the development and implementation of school-based curriculum.

When carrying out Geography education at senior secondary level, schools can develop suitable school-based curriculum based on the practical considerations of their own characteristics and resources, so as to fulfill the requirements of basic academic attainments for Senior Secondary Geography Education. With regards to the school campus as well as the classrooms, the curriculum design and its implementation are advised to make good use of the environmental resources inside and outside the school, and focus on teacher-student interactive teaching method to enrich the Geography curriculum.

II. Curriculum Goals

1. Through exploring topics of cultural inheritance, transmission and innovation, guide students to understand how certain cultures respond to common human issues and to respect and appreciate cultural diversity.
2. Help students establish the concept of sustainable development; guide them to explore the relationship between environment, economics and society; think about how humans and nature co-exist.
3. From regional perspective, guide students to understand the meaning of geographical region and regional economy;

4. Through local thematic activities, develop students' capabilities of communication, presentation, collaboration, problem-solving and acquisition of knowledge; cultivate attitudes of respect, tolerance and appreciation; develop a sense of concern for and belonging to the hometown, society and the country.
5. Guide students to know about the complexity and diversity of Geography; understand different viewpoints and the methods of acquiring related knowledge; hence, allow students to master the essentials of collection, collation and analysis of data as well as setting forth argument.
6. Guide students to appreciate the beauty in the environment and the good things in life; establish healthy life values; develop students' healthy and complete personalities so as to help them become knowledgeable and responsible citizens who strive to create a quality life.

III. The Requirements of Basic Academic Attainments in different learning domains

Explanation of coding:

- (1) The capital English letters represent the requirements of basic academic attainments in different learning domains; A –“Sustainable development”, B – “Regional linkages”, C-“Cultural inheritance and innovation”, D-“Local exploration”.
- (2) The first number following the English letter represents the serial number of the learning category in various learning domains.

Learning domain A: Sustainable development

- A-1 Master the connotation of sustainable development
- A-2 Understand that sustainable development is an essential choice for humans; gradually establish environmental awareness, global awareness and a sense of participation.
- A-3 Under the trend of globalisation, understand the causes and impact of the major issues resulting from changes in the global environment and regions.
- A-4 Understand the limited nature of natural resources; discuss how the excessive use of resources affect the sustainable development of economy, society and the environment; understand the importance of the rational use and conservation of resources.
- A-5 Be able to take a certain region as an example and according to its development process, illustrate the contradictory relationship between economic, social and environmental development as well as know about the various response measures.
- A-6 Explore methods that humans use to fight against natural disasters; suggest

effective and preventive measures as well as mitigation measures based on the characteristics of the disasters in Macao.

- A-7 Suggest strategies for sustainable development in accordance with Macao's social, economic and environmental development under the influence of globalisation.
- A-8 Understand the importance of human economic development, and at the same time cherish the beauty of the natural environment, respect the right to life of non-human species, protect the natural environment, and promote sustainable development.

Learning domain B: Regional linkages

- B-1 Illustrate the important changes that science and technology has brought to the human society; explore the impact of Industrial Revolution on the development of the world market.
- B-2 Know about the trend of development of regionalisation in the modern world economy; discuss the problems occurred in the process of economic globalisation.
- B-3 In the context of globalisation, explore the main factors affecting the regional or urban development.
- B-4 Identify the advantages and disadvantages of the development of a certain region; explore how different regions complement each other's strengths and the direction of joint development.
- B-5 Illustrate the change of urban-rural relations during the process of urbanisation; know the causes of problems brought by urbanisation and their solutions.
- B-6 Understand the difficulties of global economic development and the response policies of different countries; explore the impact of different national policies on national and global economy and politics.

Learning domain C: Cultural inheritance and innovation

- C-1 Understand that the world heritage is a common wealth of all mankind; develop civic responsibility for conservation and succession of culture.
- C-2 Understand the cultural characteristics of China and different regions of the world and the causes of their formation; know about the importance of respecting cultural differences in constructing a harmonious society.
- C-3 Be able to use various tourist information to design cultural tourist routes; be able to appreciate various types of cultures and arts from different cultural perspectives.

- C-4 Be able to reflect on human behaviours of cultural conservation, transmission and innovation when adapting to environmental and social changes.

Learning domain D: Local exploration

- D-1 Raise questions about the past development or current situation of Macao; write a research outline.
- D-2 Collect information related to the changes of Macao's landform and other topics; collate the information with appropriate methods and present it in an organised manner.
- D-3 Realise the diversity of the natural and humanistic environment in Macao; concern about the development of Macao from a global perspective; develop attitudes of appreciation, tolerance, conservation and serving Macao; provide plans or suggestions for issues related to the development of Macao.