

# SBA

# Independent Enquiry Study



香港考試及評核局  
Hong Kong  
Examinations and  
Assessment Authority

# Independent Enquiry Study

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Enquiry Question

Data Collection

Analysis

Findings & Conclusion



# Aims & Objectives


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- To experience a self-directed, enquiry learning
- To draw links of knowledge across the curriculum
- To develop their higher-order thinking skills & communication skills



# Assessment Framework

Stage	Assessment Items	Total Weighting
I	Project Proposal	25%
II	Data Collection	25%
III	Product	50%



# IES Forms

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- Written form (1,500-4,000 words)
- Non-written form (accompanied by a short written text of 300-1,000 words with the explanation of the main idea and the student's reflection)




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# IES Assessment Criteria



# I. 'Process' Descriptions

Assessment Item	Description
<p>Independent Thinking</p>	<ul style="list-style-type: none"> <li>❖ Ability to include information which is relevant to the issue of enquiry concerned and consider its accuracy</li> <li>❖ Ability to relate concepts and knowledge to the issue of enquiry concerned</li> <li>❖ Ability to make reasoned argument</li> <li>❖ Ability to provide ideas and viewpoints</li> <li>❖ Ability to identify and/or compare multiple perspectives of the issue of enquiry concerned</li> <li>❖ Ability to self reflect their own learning progress</li> </ul>
<p>Communication</p>	<ul style="list-style-type: none"> <li>❖ Ability to exchange ideas and information with others</li> <li>❖ Clarity, coherence, fluency and organization</li> <li>❖ Effectiveness of means and form adopted for bringing out ideas and information conveyed</li> </ul>
<p>Effort</p> 	<ul style="list-style-type: none"> <li>❖ Time and resource management</li> <li>❖ Eagerness of asking questions, seeking support, references and resources</li> <li>❖ Eagerness of exploring different alternatives and possibilities</li> <li>❖ Proactiveness in solving problems and making continuous improvements</li> </ul>

# Marking Guidelines for 'Process' (P.6)

## Description

A high level of competence in independent thinking skills

A high level of communication skills

Great effort

- ❖ Structure one's own argument convincingly employing appropriate knowledge and information as supportive evidence.
- ❖ Synthesize insightful, explorative ideas and viewpoints of the issue of enquiry concerned with strongly supportive evidences and careful evaluation of various possible perspectives.
- ❖ Show a high level of competence in reflecting and evaluating one's own learning progress and achieve insightful implications.
- ❖ Demonstrate a high degree of responsiveness and proactiveness in exchanging ideas and information with others in a clear and well-structured manner.
- ❖ Demonstrate a high level of interest and eagerness in doing well, solving problems and making continuous improvements.





# Marking Guidelines for 'Process' (P.6)

A moderate level of competence in independent thinking skills

A moderate level of communication skills

Moderate effort

## Description

- ❖ Make one's own argument employing quite appropriate knowledge and information as supportive evidence.
- ❖ Provide ideas and viewpoints on the issue of enquiry concerned based on previously proposed ones with minor adaptations and supportive evidences, and comparison with some possible perspectives.
- ❖ Show a moderate level of competence in reflecting their learning progress and achieve some related implications.
- ❖ Demonstrate some degree of responsiveness in exchanging ideas and information with others in a quite clear and structured manner.
- ❖ Demonstrate a moderate level of interest and eagerness in doing well, solving problems and making continuous improvements.

# Guidelines for 'Process' (P.6)

## Description

A low level of competence in independent thinking skills

A low level of communication skills

Limited/  
little effort

- ❖ Make one's own argument employing inappropriate knowledge and information as supportive evidence.
- ❖ List out ideas and viewpoints on the issue of enquiry concerned by adopting previously proposed ones with no adaptations and limited supportive evidences, and comparison with limited alternative perspectives.
- ❖ Show a low level of competence in reflecting their learning progress and achieve limited implications.
- ❖ Demonstrate a limited degree of responsiveness in exchanging ideas and information with others in a confused and fragmented manner.
- ❖ Demonstrate little interest and eagerness in doing well, solving problems and making continuous improvements.



# Teacher's Feedback (for proposal )(P.20)

TF1

## Teacher's Feedback

(Teachers are required to indicate the initial or final vetting result and giving feedback of the project proposal by filling in the following two sections regarding to the parts of the Form completed)

Approval

### Section A: Initial or Final Vetting Result (Please circle one)

The project proposal is:

- Approved** (needs amendment/ does not need further amendment) \*circle one of them
- Disapproved**

### Section B: Teacher's Feedback (please use ticks to indicate the achievement attainment of the project proposal)

Performance of Assessment Items	High			Low		
	3	2	1	3	2	1
♦ Focusing questions, aspects and/or expected outcome raised pertaining to the issue of enquiry	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
♦ Multiple perspectives identified when exploring the issue concerned	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
♦ Materials and background information identified	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
♦ Concepts and knowledge studied	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
♦ Plan and method(s) proposed for the enquiry, with foreseeable limitations	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Level of performance of assessment items

### Teacher's Comment (if any):

(In addition to the above table, teachers are advised to give any comments for improvement on the revision of the project proposal and/or for the start of next stage of enquiry, i.e. data collection)

Comments



# Teacher's Feedback (for proposal )(P.21)

TF2

## Teacher's Feedback

(Teachers are required to indicate the initial or final vetting result and grade of the Form completed)

Approval

sections regarding to the parts of

### Section A: Initial or Final Vetting Result (Please tick one box only)

The project proposal is:

- Approved** (needs amendment/ does not need further amendment) \* circle one of them
- Disapproved**

Assessment items

Section B: Assessment of the project

Descriptions of different levels of performance

Aspect \ Performance	Please tick "✓"	High	Please tick "✓"	Middle	Please tick "✓"	Low
Exploring and refining the inquiry Issue		<ul style="list-style-type: none"> <li>Define the scope of project with appropriate focusing questions and/or hypothesis, addressing relevant aspects of the issue concerned.</li> </ul>		<ul style="list-style-type: none"> <li>Define the scope of project with quite appropriate focusing questions and/or hypothesis, addressing quite relevant aspects of the issue concerned.</li> </ul>		<ul style="list-style-type: none"> <li>Define the scope of project with less appropriate focusing questions and/or hypothesis, addressing limited relevant aspects of the issue concerned.</li> </ul>
		<ul style="list-style-type: none"> <li>Identify multiple perspectives for exploring the issue concerned.</li> </ul>		<ul style="list-style-type: none"> <li>Identify some perspectives for exploring the issue concerned.</li> </ul>		<ul style="list-style-type: none"> <li>Identify limited perspectives for exploring the issue concerned.</li> </ul>
Collection of materials and use of knowledge		<ul style="list-style-type: none"> <li>Identify relevant materials and background information.</li> </ul>		<ul style="list-style-type: none"> <li>Identify quite relevant materials and background information.</li> </ul>		<ul style="list-style-type: none"> <li>Identify limited relevant materials and background information.</li> </ul>



## II. Task Description

<b>Stage</b>	<b>Description</b>
<b>I Proposal</b>	<ul style="list-style-type: none"><li>❖ Focusing questions, aspects and/or hypothesis raised pertaining to the issue of enquiry</li><li>❖ Multiple perspectives identified when exploring the issue of enquiry concerned</li><li>❖ Materials and background information identified</li><li>❖ Concepts and knowledge studied</li><li>❖ Plan and method(s) proposed for the enquiry, with foreseeable limitations</li></ul>



# Task Description

<b>Stage</b>	<b>Description</b>
<b>II Data Collection</b>	<ul style="list-style-type: none"><li>❖ Tools designed and deployed for collecting data</li><li>❖ Implementation of the plan for data collection</li><li>❖ Data quality in terms of usefulness for the enquiry</li><li>❖ Record of the data collection process</li><li>❖ Editing and organization of data</li></ul>



# Task Description (P.8)

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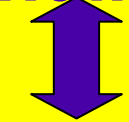
Stage	Description
<b>III Product</b>	<ul style="list-style-type: none"><li>❖ Method(s) used and analysis of data</li><li>❖ Communication and analysis of the findings from multiple perspectives</li><li>❖ Ideas, views and/or suggestions with supportive arguments</li><li>❖ Framework of the product for illustrating the enquiry process and results</li><li>❖ Personal reflection on the enquiry</li></ul>



# Marking Guidelines for 'Product' (P.12)

## Description

Findings



Data

Arguments



Enquiry

Organization  
/Structure

Reflection



- ❖ Draw significant findings from the analysis of **data** with appropriate methods.
- ❖ Communicate and analyze the findings from **multiple perspectives** related to the issue of enquiry concerned.
- ❖ Provide insightful ideas, views and/or suggestions, which are **relevant to the issue of enquiry** concerned with supportive arguments.
- ❖ Develop and deploy a **well-structured framework** for illustrating the enquiry process and results.
- ❖ Show a high level of competence in **reflection** on the enquiry to achieve implications.



High

# Marking Guidelines for 'Product'

Low

significant

Less significant

Performance

Description

Middle

multiple perspectives

- ❖ Draw fairly significant findings from the analysis of data with quite appropriate interpretation.
- ❖ Communicate and analyze the findings from some perspectives related to the enquiry concerned.

limited perspectives

relevant, supportive

- ❖ Provide ideas, views and arguments that are adapted from previous findings and are fairly relevant to the issue concerned with fairly supportive arguments.

loosely related, Limited supportive arguments

well structured

- Use a fairly structured frame of reference illustrating the enquiry process and results.

Loosely structured


high Level

- Show a moderate level of competence in reflection on the enquiry to achieve its intended implications.

Low level



# Marking Guidelines for 'Product'

Performance	Description
<p data-bbox="248 443 651 627"><b>Low (1-3 marks)</b></p> 	<ul data-bbox="719 443 1995 1461" style="list-style-type: none"><li>❖ Draw less significant findings from the analysis of data with less appropriate methods.</li><li>❖ Communicate and analyze the findings from limited perspectives related to the issue of enquiry concerned.</li><li>❖ Provide ideas, views and/or suggestions following previous findings of others, and with very limited adaptations, which are loosely related to the issue of enquiry concerned with limited supportive arguments.</li><li>❖ Use a loosely structured framework for illustrating the enquiry process and results.</li><li>❖ Show a low level of competence in reflection on the enquiry to achieve implications.</li></ul>

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# IES Samples



## 香港中學之性教育課程切合學生需要嗎?

# RESTRICTED

近年，香港青少年對性的態度漸趨開放，進行性行爲的比率亦有上升的趨勢，但他們的性知識卻是貧乏，引致社會上出現很多青少年問題，例如：未婚懷孕、未成年少女墮胎、性濫交等。因此，香港中學的性教育不斷受到外界的批評。

青少年性知識貧乏與一般中學性教育的課程有關係嗎?

到底現在的中學生期望在性教育課堂中，學習到什麼知識呢?

中學的安全性行爲教育的課程又是否真正切合學生的需要呢?

## 報告目錄

### 第一章:導言

I. 研究背景及目的

II. 研究對象及原因

III. 研究方法及報告結構

### 第二章:定義

### 第三章:

I. 訪問結果及分析

--香港中學推行

II. 問卷調查與結果分析

1. 性教育與青少年性知識貧乏的關係

2. 『安全性行爲』教育的課程內容

3. 『安全性行爲』教育課程的時間

4. 香港中學推行『安全性行爲教育』

(III)訪問結果及分析

--對香港中學性教育課程的改善建議

### 第四章: 總結及建議

### 第五章:附錄

I. 參考資料

II. 問卷調查樣本

III. 問卷調查數據

IV. 專訪內容

V. 相關資料

## Organisation/ Structure

### 第三章:

I. 訪問結果及分析

--香港中學推行性教育的普遍情況 -----P.7

II. 問卷調查與結果分析

1. 性教育與青少年性知識貧乏的關係 -----P.8-9

2. 『安全性行爲』教育的課程內容是否切合學生需要?-----P.10-13

3. 『安全性行爲』教育課程的時間編排切合學生需要嗎?-----P.14-16

4. 香港中學推行『安全性行爲教育』的成效 -----P.17-20

(III)訪問結果及分析

--對香港中學性教育課程的改善建議 -----P.21-22

第四章: 總結及建議 -----P.23-24

### 第三章：

#### I. 訪問結果及分析

##### —香港中學推行性教育的普遍情況

爲了解香港中學推行性教育的情況，筆者與 教育統籌局 課程發展處 德育及公民教育 課程發展主任 王張桂芬女士通過電話。以下綜合王張桂芬女士提供的資料。

香港中學推行性教育的普遍情況之簡表

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推行性教育的學校	◇ 根據教育署 94 年進行的調查，香港大部分中學都有進行性教育的工作
推行性教育的學科	◇ 沒有獨立的『性教育科』 ◇ 使用跨學科教學方式 → 即在不同的學科中滲入性教育的課題 ◇ 包括：倫理及宗教科、德育及公民教育科、科學科、生物科、通識教育科、綜合人民科等
教學方法	◇ 學校自行訂定
時間編排	◇ 學校自行訂定 ◇ <<學校性教育指引>>中建議採用螺旋進度式的課程編排 → 即隨著學生年齡增長，課程循環再現，概念則由淺入深 ◇ 根據教育署 94 年進行的調查，學校在回應中大部分表示已用班主任課、學校早會、德育課、特別編排的課節和課外活動來實施性教育。
※教學內容	◇ 以學生需要爲本、注重校本設計 → 即各學校可在考慮過現有的資源、校風、辦學宗旨、學生需要、家長要求等因素後，才自行設計或選用一個最適切的性教育課程。這是香港性教育最大的特色! ◇ 課程發展處編訂了<<學校性教育指引>>供學校教師作參考(有關指引建議的教學內容，可參閱附錄)

Multiple Perspectives

## 第四章：總結及建議

Arguments ↔ enquiry questions

綜合是次研究，可見學校教育是青少年性知識貧乏的現象與中學性教育的成效有著直接的關係。青少年性知識的不足，正反映了中學所推行性教育成效未如理想。

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至於香港中學的性教育是否切合學生需要呢？兩方面去看。

第一，**課程內容**。一般學生均期望課程能平均地涉及多個範疇，包括：處理性衝動、身體私隱、性習慣和行爲、經性接觸傳染的疾病、避孕、意外懷孕、身體護理等。可惜，一般學校只偏重教授某幾個的範疇而已，例如：避孕、經性接觸傳染的疾病等，忽視了處理性衝動、身體護理及意外懷孕等課題。另外，課堂教授的內容亦過於表面，未能深入探討有關課題。

第二，**時間編排**。一般的中學認為性教育的地位比其他學術性學科低，於一個學年內**只能提供 1-2 小時**的『安全性行爲教育』，但**學生卻期望學校安排更多**的時間教授性教育。總括而言，香港中學的性教育不論在課程內容或時間編排兩方面，均未能切合整體學生的需要。

Findings ↔ data

至於香港中學推行性教育的成效，在“知識”及“技巧”兩方面，成效尚算良好。一般學生都能從課堂中學習到基本的性知識與技巧。但在“價值與態度”方面，成效則令人有所質疑。部份學生，特別是男學生，在性教育課堂中無法建立正確的性價值觀及性態度。

總括而言，香港中學的性教育在課程內容及時間編排方面，均未能切合整體學生的需要。推行性教育的成效亦欠佳。

有見及此，筆者對於改革中學性教育課程有以下建議：

**甲. 課程內容** 建議有關當局制定一個更完整及全面的課程供學校參考或採

用。內容上，平均地涉及多個範疇，包括：處理性衝動、身體私隱、性習慣和行為、經性接觸傳染的疾病、避孕、意外懷孕及身體護理。

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**乙. 時間編排** 建議把性教育科列為公開考試或校內考試的科目之一，提高性教育的重要性，驅使學校安排更多的時間教授性教育。

**丙. 其他**

建議在性教育課程中，加強品格教育，以學生建立正確的性價值觀及性態度。



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# 中國水質環境污染對香港的影響



# 目錄

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## Structure

1. 引言
2. 珠江水的水質情況
3. 香港海水水質情況
4. 珠江水質污染對香港水域海水的影響
5. 水質污染對海洋生態的影響
6. 總結及建議
7. 附錄：資料來源



保護環境，是我們重要的公民義務之一，我們有責任去認識我們的環境，了解我們的環境如何受到污染，從而認識到怎樣去保護我們的環境。透過這一個研究，我們可以認識到珠江三角洲一帶如何受到污染，也可以認識到香港的水域如何受到珠江三角洲的污染所影響，從而找出各種可行的方法，去解決香港水域受到污染的問題，以改善我們的生活環境。



## 總結及建議

總結而言，珠江的水質污染的確對香港有跨境性的影響，被污染的珠江水對香港西北部的水質影響最大，在二千年中港兩地移交跨境性污染問題開展合作。

中國方面就污水處理的問題已作出一系列的措施亦有一套策略性的排污計劃，務求令污水排放得到有效的控制。另外，香港亦推行「淨化海港計劃」興建生化污水處理廠及擴展改善現有的污水處理廠，目的是要改善污水排放的質素，及改善現有海水的水質。香港環保署亦有多個潛伏污水問題的地點進行長期的監測工作，以檢視水質改善的進展及搜集資料而作出適當的措施及對策。

Arguments ↔

Enquiry questions



Findings ↔

Data

在2000年，粵港兩地的聯合工作小組業已開展一項為期十五年的計劃，並且每五年進行一次檢討，攜手合作打擊污染。另一方面，粵港兩地政府正致力聯手的開發珠江三角洲。型，為管理珠江河口水質提供可靠的分析工具及科學根據。但是粵港兩地並沒有就水質污染作出劃一性的指標，兩地各自有自已的監控方法及標準，令跨境合作成效方面，有障礙，自在商討議論對策打擊污染時而家可能較難達成共識，希望兩地能關注此問題，並有效地改善水質污染的問題。

事實上，要解決污染問題絕非一朝一夕的事，也非一人之力能做到的。要解決污染問題先至要清楚污染的來源，在針對受污染的地方的問題外立法的及宣傳、教育，以預防環境再受到破壞，更要靠跨境性的合作，政府商家的聯手以及我們希望珠江三角洲的影響。



# Authentication

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- Stage-by-stage process
- 90 class hours for IES
- Student's declaration



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**Thank You!**

