New Senior Secondary Liberal Studies Public Assessment

Briefing Session

Hong Kong Examinations and Assessment Authority

August 2008
Burning Questions

Curriculum  Teaching and Learning  Assessment

Assessment (Recipe)  Assessment (Recipe)  Assessment (Recipe)
Major Items

- Latest development of the written examination and school-based assessment
- Teacher’s sharing
- Statistical moderation and standard setting
Purposes

Understanding
- Value clarification
- Consensus building
- Professional dialogue

Operation
- Briefing on latest development
- Dissemination of latest information
- Illustration of requirements and standards
Points to be aware

- Ongoing development
- Fine adjustment
- Integration of curriculum, L & T and assessment
- Understanding through practice
Development of the Curriculum and Assessment

- Three rounds of consultations from 2004 to 2007
- Four drafts Plus one final document
- 29 One-Committee Meetings
- Various working groups
- Experienced LS teachers, principals and key stakeholders
- Sample paper pilot test
- IES exemplars development
Schedule of Upcoming Events

- SRR booklet and SBA handbook published in early 2009
- Professional development courses on Assessing Student Learning continue
- Professional development courses on IES conducted by CDI and HKEAA commence in the fall 2008
- Ongoing development of SBA exemplars and resources materials
Assessment Framework

- **Written Examination (80%)**
  - **Paper 1 (50%)**
    - Two hours
    - Three compulsory data-response questions
    - 16-20 marks for each question
  - **Paper 2 (30%)**
    - 1 hour 15 minutes
    - One out of three extended-response questions
    - 20 marks for each question

- **SBA – Independent Enquiry Study (20%)**
Catering for full spectrum of students

<table>
<thead>
<tr>
<th>Questions</th>
<th>Marking Guidelines</th>
</tr>
</thead>
<tbody>
<tr>
<td>Application of contextual knowledge and concepts</td>
<td>Several bands</td>
</tr>
<tr>
<td>Thinking skills</td>
<td>General Descriptions with indicative points</td>
</tr>
<tr>
<td>Communication</td>
<td>Mark range</td>
</tr>
</tbody>
</table>
Features of the Exam Paper

- Testing a representative sample of the broad learning outcomes and assessment objectives
- Allowing demonstration of performance across all levels of performance scale
- Questions set simultaneously with marking guidelines in *graded levels*
### Paper Design (1)

#### Key Features

- Set daily-life, "cross-disciplines" context
- Questions challenge full range of students, e.g. short answer and long answer

### Table

<table>
<thead>
<tr>
<th>Month</th>
<th>Sample Size</th>
<th>Hong Kong Citizen</th>
<th>Chinese Citizen</th>
<th>Hong Kong Chinese</th>
<th>Chinese Hong Kong</th>
<th>Others</th>
<th>Hard to Say</th>
</tr>
</thead>
<tbody>
<tr>
<td>December 2010</td>
<td>1081</td>
<td>23%</td>
<td>31%</td>
<td>26%</td>
<td>24%</td>
<td>1%</td>
<td>11%</td>
</tr>
<tr>
<td>December 2011</td>
<td>1087</td>
<td>26%</td>
<td>27%</td>
<td>18%</td>
<td>32%</td>
<td>5%</td>
<td>18%</td>
</tr>
<tr>
<td>December 2012</td>
<td>1086</td>
<td>31%</td>
<td>21%</td>
<td>14%</td>
<td>30%</td>
<td>4%</td>
<td>19%</td>
</tr>
<tr>
<td>December 2013</td>
<td>1048</td>
<td>36%</td>
<td>19%</td>
<td>14%</td>
<td>25%</td>
<td>6%</td>
<td>16%</td>
</tr>
<tr>
<td>December 1991</td>
<td>544</td>
<td>41%</td>
<td>22%</td>
<td>15%</td>
<td>7%</td>
<td>5%</td>
<td>11%</td>
</tr>
<tr>
<td>December 1997</td>
<td>508</td>
<td>36%</td>
<td>21%</td>
<td>19%</td>
<td>18%</td>
<td>4%</td>
<td>19%</td>
</tr>
</tbody>
</table>

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**Source 1:** Hong Kong University Public Opinion Programme website

**Source 2:** According to Source 1, what is the change in the national identity of Hong Kong people since China resumed the exercise of sovereignty over Hong Kong?
Paper Design (2)

Key Features

Questions allow differentiation in levels of performance

Allocation of marks for the task increases as the demand of the question increases

Answer space reflect the difficulty and requirement of the question
Design of Marking Guidelines

1.b) 建議評分標準

<table>
<thead>
<tr>
<th>建議評分標準</th>
<th>畫表 1-b</th>
</tr>
</thead>
<tbody>
<tr>
<td>1.0</td>
<td>10.12</td>
</tr>
<tr>
<td>1.0</td>
<td>7.9</td>
</tr>
<tr>
<td>1.0</td>
<td>4.6</td>
</tr>
<tr>
<td>1.0</td>
<td>1.3</td>
</tr>
<tr>
<td>1.0</td>
<td>9.0</td>
</tr>
</tbody>
</table>

**Key Features**

Allocation of marks reflects a range of **bands** providing opportunities for full range of students to demonstrating their achievement of the course outcomes in the exam.

**Band descriptors** provide criteria and flexibility for marking.
Script Analysis – Marking

Points to be considered

- Authentic assessment
- Understanding of and addressing to the question
- Contextual response (question and situational)
- Application of knowledge and concepts
- Reasons and examples
- Development of answering framework
- Question handling approach
- No perfect answer, no standard answer
- Positive marking
- Flexibility allowed (e.g. complexity of the issue, teaching content, students’ general ability)
Script Analysis – Answering

Aspects to be considered (e.g.)

- Understanding the issue/incident (e.g. controversy, stakeholders’ positions, pros and cons, etc.)
- Understanding of the data
- Use of the data, related information
- Use of techniques (e.g. thinking and communication)
- The current situation
- Relevant concepts, perspectives
- views, standpoint, position, value
- Justification, supporting evidence, cases
- Balanced approach
 hebben, 即未成年組織的伎 coupons，因而治理這種 "
商業活動時沒有該規範，應做這件事的過程沒有任何
情況，銀行上的規範在實在會危及青少年的健康。
首先，立法後可以限制後者這個行業的在鋪式人主要
遵從條理上的規範，盡量減少青少年受細菌感染
的機會，可以保障到青少年的健康。例如當公共
區域金屬、管線等容易受感染的硬性工房時，
若店內人士有限製規範，減少受細菌的機會增

另外，立法後可以規定店鋪要取牌才可開業，因
為環境，那不是安全的店鋪就不能開業，青少年的
健康會有所保障。例如政府對近年有所懷疑的

(c) 有家長組織關心青少年的健康，提出立法規範穿著環，但一些青少年卻認為立法會
限制他們的自由。你同意家長組織抑或青少年的觀點？試加以解釋。 (10分)
Answer Scripts Analysis (2)

L5

- On the one hand, teenagers believe this will restrict their freedom, this is indeed what they don’t understand about rules.
- On the other hand, teenagers believe this will enhance their freedom, this is what they understand about rules.

Comparison

Application of knowledge, concept (freedom, restriction), supporting argument

Organization, communication
我同意青少年的观点。没错，家长的出发点是为青少年好的，是出于关心。但安全是并非什么罪行。
若立法规定，似乎不太合理，而且缺乏对青少年的尊重。
若为少数人而立法，社会将受到伤害。
而且青少年正处于叛逆期，若立法规定，他们会有很大的反应，家长将在干涉他们的自由。立法只会疏远青少年，他们内心会为自己的自由受限制而不满。
若自不意外，青少年穿行，家长应用劝喻的方法，令青少年有心放下穿行的问题。劝喻，事情没有那么简
单，关系不会改变。青少年很多的时候，他们只是暂时的念头，不穿行，穿行，其实只需要耐心的劝喻，他们是会听取家长的意见的。
Draft Level Descriptors – Arrangement

- Levels of performance will be reported with reference to a set of standards.
- Five levels of performance (1 – 5) with 5 being the highest.
- For each level, a set of written descriptors describing what the typical candidate performing at this level able to do.
- Descriptors describes what typical candidates can do.
- Overall level awarded to each candidate will be made up of results in both public exam and SBA.
Draft Level Descriptors – Development (1)

- **LS Curriculum & Assessment Guide (Secondary 4 – 6)**
- **Professional inputs** from stakeholders (e.g. secondary schools and universities)
- **Local experiences** (e.g.)
  - A research study on candidates’ performance in 2005 LS (HR) public
  - Sample paper Pilot Test
  - Level descriptors of CE Chinese Language and English Language
- **Overseas experiences** (e.g.)
  - Grade descriptions of AS and A, 2009 – General Studies
  - Grade Descriptions of AQA GCE, 2009 – Environmental Science
  - Draft Performance Bands of Society and Culture, NSW, Australia
  - Holistic Critical Thinking Scoring Rubric, California Academic Press
  - The Programme for International Student Assessment (PISA), 2003 and 2006
Draft Level Descriptors – Development (2)

C & A Guide

Three Dimensions
- Knowledge and understanding
- Generic skills
- Enquiry competence

Items reflecting the Broad Learning outcomes and the Assessment Objectives

Initial criteria consolidating the identified items

Level Descriptors
### Draft Level Descriptors – Content

<table>
<thead>
<tr>
<th>Dimension</th>
<th>Level Descriptors (e.g. Level 5)</th>
</tr>
</thead>
<tbody>
<tr>
<td>Multiple Perspectives</td>
<td>understands and applies relevant knowledge, and inter-relates a wide range of issues in complex and relevant contexts</td>
</tr>
<tr>
<td>Importance of Context</td>
<td>identifies, gathers, and organizes applicable information from related and various sources</td>
</tr>
<tr>
<td></td>
<td>interprets and analyzes different and complex information from a variety of perspectives</td>
</tr>
<tr>
<td>Critical Thinking</td>
<td>evaluates various viewpoints and synthesizes one’s own opinions and suggestions with well-supported arguments and sufficient examples</td>
</tr>
<tr>
<td>Communication</td>
<td>communicates ideas in a concise, logical, balanced and systematic way</td>
</tr>
<tr>
<td></td>
<td>conceptualizes evidence, consistently shows respect for evidence, open-mindedness and tolerance towards a wide range of views and values</td>
</tr>
<tr>
<td>Mastering the Enquiry</td>
<td>works independently and systematically and reflects in an in-depth and comprehensive way upon the implementation of the enquiry learning process</td>
</tr>
<tr>
<td>process Reflection</td>
<td></td>
</tr>
</tbody>
</table>
understands and applies relevant knowledge, and inter-relates a wide range of issues in complex and relevant contexts

identifies, gathers, and organizes applicable information from various related sources

interprets and analyzes different and complex information from a variety of perspectives
Draft Level Descriptors – Standards (2)

- **evaluates** various viewpoints and **synthesizes** one’s own opinions and suggestions with well-supported **arguments** and sufficient **examples**
- **communicates** ideas in a concise, logical, balanced and systematic way
- **conceptualizes** evidence, consistently shows respect for evidence, open-mindedness and tolerance towards a wide range of views and values
- works independently and systematically and reflects in an in-depth and comprehensive way upon the implementation of the **enquiry learning process**
### Draft Level Descriptors – Change of levels

<table>
<thead>
<tr>
<th>Level</th>
<th>“On average” statements (e.g.)</th>
</tr>
</thead>
<tbody>
<tr>
<td>5</td>
<td>evaluates various viewpoints and synthesizes one’s own opinions and suggestions with well-supported arguments and sufficient examples</td>
</tr>
<tr>
<td>4</td>
<td>elaborates various viewpoints and synthesizes one’s own opinions and suggestions with supported arguments and some examples</td>
</tr>
<tr>
<td>3</td>
<td>discusses viewpoints and gives one’s own opinions and suggestions with supported arguments and some examples</td>
</tr>
<tr>
<td>2</td>
<td>describes viewpoints and attempts to give one’s own opinions and suggestions with supported arguments and a few examples</td>
</tr>
<tr>
<td>1</td>
<td>lists viewpoints with marginally supported arguments</td>
</tr>
</tbody>
</table>

Exemplars to illustrate standards
Upcoming information

- Finalization of the draft level descriptors (Fall 2008)
- Full set of exemplars illustrating the standards of the five levels (Fall 2008)
- Additional sample questions, sample answer scripts (starting from Summer 2010)
- Information for setting questions (2010)
- Practice paper (2012)
To summarise

- Authentic assessment
- Standards-referenced reporting (5 levels)
- Two papers
- Graded questions catering for full range of abilities
- Different types of data
- Issue driven and different perspectives
- Total exam time: 3 hours and 15 minutes
- Double marking
Thank You!