



# **New Senior Secondary Liberal Studies Public Assessment Briefing Session**

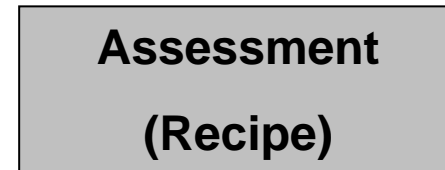
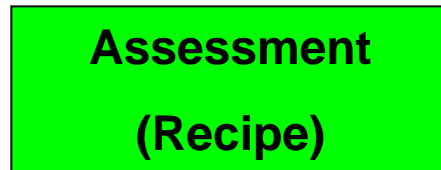
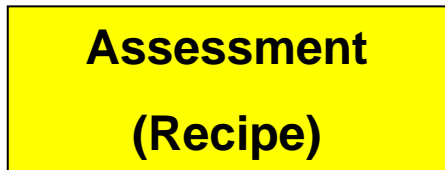


**Hong Kong Examinations and  
Assessment Authority**

**August 2008**



● ● ● **Burning Questions**



## ● ● ● 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%)**



*Plus*





● ● ● **Catering for full spectrum of students**

<b>Questions</b>	<b>Marking Guidelines</b>
<ul style="list-style-type: none"><li>● Application of contextual knowledge and concepts</li><li>● Thinking skills</li><li>● Communication</li></ul>	<ul style="list-style-type: none"><li>● Several bands</li><li>● General Descriptions with indicative points</li><li>● Mark range</li></ul>





## 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)

2. Consider the following information:

Source 1

Month of survey	Total Sample	Hong Kong Citizen	Chinese Hong Kong Citizen	Hong Kong Chinese Citizen	Chinese Citizen	Other/ Don't Know/ Hard to Say	Total
December, 2006	1011	23%	32%	20%	24%	1%	100%
December, 2004	1017	26%	23%	18%	32%	3%	100%
December, 2002	1026	31%	21%	14%	30%	4%	100%
December, 2000	1040	36%	19%	14%	25%	6%	100%
December, 1998	544	41%	22%	15%	17%	5%	100%
December, 1997	500	36%	23%	19%	18%	4%	100%

Source: Hong Kong University Public Opinion Programme website

Source 2

Some people in Hong Kong are still afraid of their own motherland, a convenor remarked bluntly during a forum entitled 'Implementation of 'one country, two systems' and Hong Kong People's National Identity'. China has made a lot of progress in various aspects during the past twenty years, yet it is not realistic to expect all problems to be solved at once, he maintained.

The convenor admitted that political issues explain the unwillingness of some Hong Kong people to identify themselves as Chinese citizens. He believed that it is only a matter of time before they do. While as 'one country, two systems' remains unchanged for 50 years, 'one country' will last forever and 'two systems' will eventually vanish. Therefore, Hong Kong people should accept the fact that Hong Kong has long been reunified with her motherland.

Source: Adapted from *South China Morning Post* website on 5 May 2006

(a) According to Source 1, what have the changes been in the national identity of Hong Kong people since China resumed the exercise of sovereignty over Hong Kong? (8 marks)

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## Key Features

Set daily-life, "cross-disciplines" context

Questions challenge full range of students, e.g. short answer and long answer





## Paper Design (2)

### Key Features

Questions allow differentiation in levels of performance

(a) Identify and explain the problems in relation to Hong Kong as revealed in Source 1. (3 marks)

(b) Referring to Sources 2 and 3, identify and explain the ways in which the vegetable inspection arrangement can deal with the problems you mentioned in (a) and in what ways it cannot. (10 marks)

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)

建議評改準則	分數
<ul style="list-style-type: none"> <li>能清楚解釋可行性有多大</li> <li>能準確解釋並解釋目前中國在化石能源（例如打擊違規開採煤礦，在陸上及海底發現油田和氣田）、可再生能源的發展情況和將來的發展方向（例如水力發電、風能和太陽能等）</li> <li>能準確解釋影響能源發展方向的三個主要因素，從而評估朝低污染、高安全這個方向發展的可行性有多大（例如）               <ul style="list-style-type: none"> <li>人口大國：能源市場需求龐大，可再生能源難以滿足生產和民生需求</li> <li>地域資源：發展可再生能源的條件各地不同（例如海南島的風能，山西的煤礦）</li> <li>安全意識：不同地方對開採和生產能源的安全要求不同</li> <li>成本和技術水平：開發可再生能源需要較長時間、較多資金、較高科技水平，直接影響回報和利潤等</li> </ul> </li> <li>討論深入、結構嚴謹，表達十分清楚</li> </ul>	10-12
<ul style="list-style-type: none"> <li>能清楚解釋可行性有多大</li> <li>能準確解釋目前中國在化石能源、可再生能源的發展情況和將來的發展方向，但解釋有欠詳盡</li> <li>能準確解釋影響能源發展方向的兩個主要因素，從而評估朝低污染、高安全這個方向發展的可行性有多大，但解釋有欠詳盡</li> <li>討論尚算深入、結構尚算嚴謹，表達尚算清楚</li> </ul>	7-9
<ul style="list-style-type: none"> <li>只粗略解釋可行性有多大</li> <li>大致能解釋目前中國在化石能源、可再生能源的發展情況和將來的發展方向，並只作簡單解釋</li> <li>大致能解釋影響能源發展方向的一個主要因素，並嘗試能評估朝低污染、高安全這個方向發展的可行性有多大，但解釋不足</li> <li>討論深入程度一般、結構嚴謹度不高，表達清楚度一般</li> </ul>	4-6
<ul style="list-style-type: none"> <li>沒有清楚解釋可行性有多大</li> <li>只能粗略解釋目前中國在可再生能源的發展狀況</li> <li>只能粗略和不完整地解釋影響能源發展方向的情況（非因素），但沒有作評估，或嘗試評估但沒有解釋原因</li> <li>討論深入度不足、結構鬆散，表達含糊</li> </ul>	1-3
<ul style="list-style-type: none"> <li>完全沒有解釋可行性有多大</li> <li>所答的與題目毫不相干</li> </ul>	0

## Key Features

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

**Band descriptors** provide criteria and flexibility for marking.





# Script Analysis – Marking

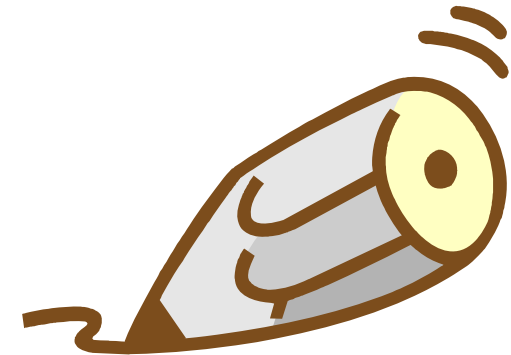
- Points to be considered
  - Authentic assessment
  - Understanding of and addressing to the question
  - Contextual response (question and situational)
  - Application of knowledge and concepts
  - Reasons and examples
  - Development of answering framework
  - Question handling approach
  - No perfect 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





# Answer scripts Analysis (1)

- (c) 有家長組織關心青少年的健康，提出立法規管穿舌環，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)

L5

我同意家長組織的觀點，因為穿舌環這種商業活動現時沒有法例規管，在做這件事的過程沒有任何情序上，衛生上的規管，實在會危及青少年的健康。

首先，立法後可以限制從事這個行業的店鋪或人士要遵守衛生上的規例，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。例如當青少年要穿舌環，脣環等容易受感染的工序時，若店內人士有跟足規例，青少年受細菌的機會會下降。

另外，立法後可以規定店鋪要取牌才可以青少年穿舌環，那麼不安全的店鋪就不能營業，青少年的健康會有所保障。例如，以後青少年有所懷疑的

Position stated

Arguments with examples

Perspectives







## Answer Scripts Analysis (2)

L5

另一方面，青少年認為這會限制他們的自由，這只不過是他們不清楚「規管」的意思。首先「規管」不等於「禁止」，他們仍然有自由穿舌環等活動，只不過是店鋪的質素被規管而不是限制了或者法例會對他們有一點規限，例如穿舌環的年齡，但是到了法定年齡後，他們仍有穿舌環的權利，所以這一些規限其實~~是~~暫時並沒有限制他們的自由。

所以，其實立法規管穿舌環的確有利他們的~~健康~~，又不會過分限制他們的自由，所以家長組織的觀點是對的。

Comparison

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

Organization, communication





# Answer Script Analysis (3)

## L2

我同意青少年的观点。没错，家长的出发观点是为青少年好的，是出于关心。但穿台环并非什么罪行，若立法规管，似乎不太合适，而且穿台环的青少年佔少数，若为少数的人而立法，亦欠恰当。而且青少年正处於反叛期，若立法规管，他们会有很大的反应，认为家长在干涉他们的自由。立法只会死此类的青少年，他们心中仍会为自己的自由受限制而不满。若真不想青少年穿台环，家长应用劝喻的方法，令青少年真心放下穿台环的问题，为样，事情没那么僵，相对关系亦不会恶化。青少年很多时候都只是一时的念头，想穿台环，其实只要耐性劝喻，他们是会听取家长的意见的。

Position

Views and reasons

Understanding of question, use of concepts (regulation, crime, offence, etc)

Examples? Use of knowledge

Relevance?



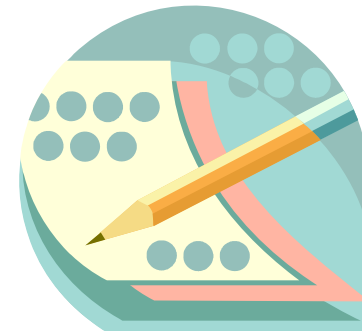
## ● ● ● Draft Level Descriptors – Arrangement

- 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)



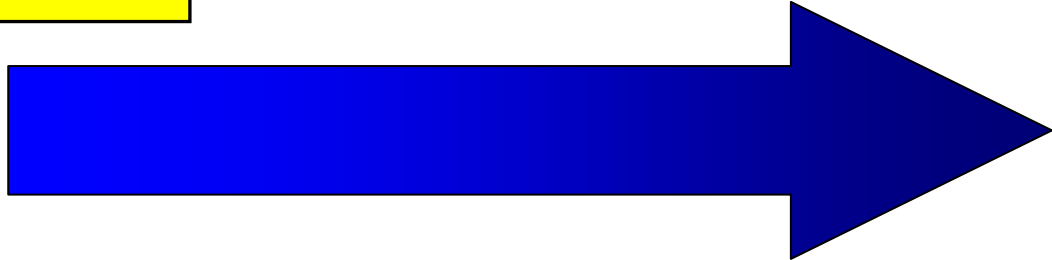
**Three Dimensions**

- 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	
<b>Level 5</b>	<p>Candidates consistently demonstrate a high level of understanding of the content and skills of the syllabus.</p> <p>Candidates consistently demonstrate a high level of understanding of the content and skills of the syllabus.</p> <p>Candidates consistently demonstrate a high level of understanding of the content and skills of the syllabus.</p> <p>Candidates consistently demonstrate a high level of understanding of the content and skills of the syllabus.</p> <p>Candidates consistently demonstrate a high level of understanding of the content and skills of the syllabus.</p>
<b>Level 4</b>	<p>Candidates consistently demonstrate a good level of understanding of the content and skills of the syllabus.</p> <p>Candidates consistently demonstrate a good level of understanding of the content and skills of the syllabus.</p> <p>Candidates consistently demonstrate a good level of understanding of the content and skills of the syllabus.</p> <p>Candidates consistently demonstrate a good level of understanding of the content and skills of the syllabus.</p> <p>Candidates consistently demonstrate a good level of understanding of the content and skills of the syllabus.</p>
<b>Level 3</b>	<p>Candidates consistently demonstrate a satisfactory level of understanding of the content and skills of the syllabus.</p> <p>Candidates consistently demonstrate a satisfactory level of understanding of the content and skills of the syllabus.</p> <p>Candidates consistently demonstrate a satisfactory level of understanding of the content and skills of the syllabus.</p> <p>Candidates consistently demonstrate a satisfactory level of understanding of the content and skills of the syllabus.</p> <p>Candidates consistently demonstrate a satisfactory level of understanding of the content and skills of the syllabus.</p>
<b>Level 2</b>	<p>Candidates consistently demonstrate a basic level of understanding of the content and skills of the syllabus.</p> <p>Candidates consistently demonstrate a basic level of understanding of the content and skills of the syllabus.</p> <p>Candidates consistently demonstrate a basic level of understanding of the content and skills of the syllabus.</p> <p>Candidates consistently demonstrate a basic level of understanding of the content and skills of the syllabus.</p> <p>Candidates consistently demonstrate a basic level of understanding of the content and skills of the syllabus.</p>
<b>Level 1</b>	<p>Candidates consistently demonstrate a limited level of understanding of the content and skills of the syllabus.</p> <p>Candidates consistently demonstrate a limited level of understanding of the content and skills of the syllabus.</p> <p>Candidates consistently demonstrate a limited level of understanding of the content and skills of the syllabus.</p> <p>Candidates consistently demonstrate a limited level of understanding of the content and skills of the syllabus.</p> <p>Candidates consistently demonstrate a limited level of understanding of the content and skills of the syllabus.</p>



# ● ● ● Draft Level Descriptors – Content

Dimension	Level Descriptors (e.g. Level 5)
<ul style="list-style-type: none"> <li>● <b>Multiple Perspectives</b></li> <li>● <b>Importance of Context</b></li> </ul>	<ul style="list-style-type: none"> <li>● understands and applies relevant knowledge, and inter-relates a wide range of issues in complex and relevant contexts</li> <li>● identifies, gathers, and organizes applicable information from related and various sources</li> <li>● interprets and analyzes different and complex information from a variety of perspectives</li> </ul>
<ul style="list-style-type: none"> <li>● <b>Critical Thinking</b></li> <li>● <b>Communication</b></li> </ul>	<ul style="list-style-type: none"> <li>● evaluates various viewpoints and synthesizes one's own opinions and suggestions with well-supported arguments and sufficient examples</li> <li>● communicates ideas in a concise, logical, balanced and systematic way</li> <li>● conceptualizes evidence, consistently shows respect for evidence, open-mindedness and tolerance towards a wide range of views and values</li> </ul>
<ul style="list-style-type: none"> <li>● <b>Mastering the Enquiry process</b></li> <li>● <b>Reflection</b></li> </ul>	<ul style="list-style-type: none"> <li>● works independently and systematically and reflects in an in-depth and comprehensive way upon the implementation of the enquiry learning process</li> </ul>



# ● ● ● Draft Level Descriptors – Standards (1)

- **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**

Level	“On average” statements (e.g.)	Exemplars to illustrate standards
5	<ul style="list-style-type: none"> <li>evaluates various viewpoints and synthesizes one’s own opinions and suggestions with well-supported arguments and sufficient examples</li> </ul>	
4	<ul style="list-style-type: none"> <li>elaborates various viewpoints and synthesizes one’s own opinions and suggestions with supported arguments and some examples</li> </ul>	
3	<ul style="list-style-type: none"> <li>discusses viewpoints and gives one’s own opinions and suggestions with supported arguments and some examples</li> </ul>	
2	<ul style="list-style-type: none"> <li>describes viewpoints and attempts to give one’s own opinions and suggestions with supported arguments and a few examples</li> </ul>	
1	<ul style="list-style-type: none"> <li>lists viewpoints with marginally supported arguments</li> </ul>	





## 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!*

