Introduction

1. In 2012, Standards-referenced reporting (SRR) will be adopted for all subjects in the Hong Kong Diploma of Secondary Education (HKDSE) examinations. As a result, candidates’ levels of performance will be reported with reference to a set of standards as defined by cut scores (i.e., specified points on a score scale) for a given subject. (Standards referencing relates to the way in which results are reported and does not involve any changes in how teachers or examiners mark student work.)

2. According to the Liberal Studies Curriculum & Assessment Guide (Secondary 4–6), there will be five cut scores for each subject which will be used to distinguish five levels of performance (1–5), with 5 being the highest. For each of the five levels, a set of written descriptors has been developed that describes what the typical candidate performing at this level is able to do.

3. This report presents the draft level descriptors. Sample answer scripts resulting from the sample papers (see Attachment 1), which are produced after the study discussed in Study and Re-examination of the Liberal Studies (LS) Examination Scripts for Grades A, C, E, and annotations for an overview of the standards expected at the various levels of performance can be found in the related information package1.

Development of the Draft Level Descriptors

The Development Team

4. In 2006, a workgroup was formed by the HKEAA to oversee the development of draft level descriptors. All members of the development workgroup were experienced in teaching and/or developing the current Advanced Supplementary Level (ASL) Liberal Studies (LS) examination, the Certificate Examination (CE) in Integrated Humanities and the New Senior Secondary (NSS) LS programmes. Their expertise was crucial for tackling critical concerns regarding performance standard setting, such as (i) the coverage of the descriptors; (ii) the interpretation and use of the descriptors; (iii) the relationship between performance standards and actual scenarios of teaching and learning of the subject; and (iv) the relationship between annotated sample answer scripts and the descriptors.

1 A related information package was also prepared, which contains the initial draft of the new LS level descriptors, as well as sample answer scripts and annotations for an overview of the standards expected at the various levels of performance. The information package Liberal Studies Standards-referenced Reporting Information Package can be purchased through the HKEAA website: www.hkeaa.edu.hk.
Local and Overseas Reporting Methods

5. Before developing the level descriptors, the workgroup studied the following related materials:
   (a) *LS Curriculum & Assessment Guide (Secondary 4–6)*;
   (b) A research study on candidates’ performance in the 2005 *LS Human Relationships* (HR) public examination (conducted by the Research Division of the HKEAA in 2006/2007);
   (c) Level descriptors of the Certificate of Education (CE) exams in Chinese Language and English Language;
   (d) Sample answer scripts from the ASL LS (Human Relationships module)^2^;
   and
   (e) Level descriptors of relevant subjects in overseas organisations (e.g., 2009 Grade descriptions of Advanced Supplementary and A Level General Studies, UK; 2009 Grade Descriptions for Environmental Science from the *Assessment and Qualifications Alliance (AQA)*, *GCE, UK*; Draft Performance Bands of Society and Culture, NSW, Australia; Holistic Critical Thinking Scoring Rubric, California Academic Press).

The Development Process

6. The purpose of level descriptors is to reflect the broad learning outcomes and assessment objectives of the subject. To this aim, after studying the above mentioned materials, the development workgroup pinpointed three dimensions that, to a large extent, covered the learning outcomes (LO) and assessment objectives (AO) stated in the *LS Curriculum & Assessment Guide (Secondary 4–6)* (see Attachment 2), namely: Knowledge and Understanding; Generic Skills; and Enquiry Competence (where Knowledge and Understanding and Generic Skills are tested by the examination, and Enquiry Competence is tested by the SBA project). Each of these dimensions covers two major aspects of the subject competencies to be assessed. These can be seen in the first column of Table 1 below.

7. Considering the three dimensions, the next step involved integrating the related LO and AO into nine proposed items for developing level descriptors (see second column of Table 1). After that, the nine items were combined to create initial criteria (see third column of Table 1), which were subsequently streamlined to produce draft level descriptors.

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^2^ For further information see the second report: *Report on the study and re-examination of the Liberal Studies (LS) examination scripts for grades A, C, E.*
### Table 1: Development Process of the Draft Level Descriptors (as at June 2008)

<table>
<thead>
<tr>
<th>Dimensions</th>
<th>Items Reflecting LO &amp; AO&lt;sup&gt;3&lt;/sup&gt;</th>
<th>Initial Criteria</th>
<th>Draft Level Descriptors (Level 5)</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Knowledge and Understanding</strong></td>
<td>A. Illustrate a sound understanding of key ideas, concepts and terminologies, different cultures and universal values to construct own views through enquiring into contemporary issues [AO (i), (iii) &amp; (xiv), LO (a), (h)]</td>
<td>● shows an understanding of relevant knowledge and interdependence among a range of issues in particular contexts</td>
<td>● shows a comprehensive understanding of relevant knowledge and interdependence among a range of issues in particular contexts</td>
</tr>
<tr>
<td>• Multiple perspectives</td>
<td>B. Identify, and understand the interconnectedness and interdependence among various issues [AO (iv), LO (b)]</td>
<td>● identifies, gathers, and organises applicable information from different sources</td>
<td>● identifies, gathers, and organises applicable information from different sources</td>
</tr>
<tr>
<td>• Importance of Context</td>
<td>C. Identify, gather, organise and understand information and different viewpoints in handling of different issues [AO (vii), (ix) &amp; (xiii), LO (d) &amp; (g)]</td>
<td>● shows an understanding of relevant knowledge and interdependence among a range of issues in particular contexts</td>
<td>● shows a comprehensive understanding of relevant knowledge and interdependence among a range of issues in particular contexts</td>
</tr>
<tr>
<td><strong>Generic Skills</strong></td>
<td>D. Draw conceptual observation, discern and consider views, attitudes and values from given information [AO (v), (vi), (vii) &amp; (ix), LO (c) &amp; (d)]</td>
<td>● demonstrates abilities in conceptualising and respecting evidence, showing open-mindedness and tolerance towards different views and values</td>
<td>● demonstrates abilities in evaluating various viewpoints and synthesising own viewpoints and suggestions with arguments</td>
</tr>
<tr>
<td>• Critical Thinking</td>
<td>E. Analyse issues from different viewpoints, solve problems, make sound judgements, comments and conclusions, and provide suggestions and/or views [AO (viii), (ix) &amp; (xiii), LO (d) &amp; (g)]</td>
<td>● communicates ideas in a concise, logical and systematic way</td>
<td>● communicates ideas in a concise, logical and systematic way</td>
</tr>
<tr>
<td>• Communication</td>
<td>F. Communicate clearly and accurately in a concise, logical, systematic and relevant way [AO (xii), LO (f)]</td>
<td>● demonstrates abilities in evaluating various viewpoints and synthesising own viewpoints and suggestions with arguments</td>
<td>● demonstrates outstanding abilities in conceptualising and respecting evidence, showing open-mindedness and tolerance towards different views and values</td>
</tr>
<tr>
<td><strong>Enquiry Competence</strong></td>
<td>G. Gather, handle and analyse data and draw conclusions in ways that facilitate the attainment of the objectives of the enquiry of a social issue [AO (viii) &amp; (ix), LO (d), (g)]</td>
<td>● communicates ideas in a concise, logical and systematic way</td>
<td>● communicates ideas in a concise, logical and systematic way</td>
</tr>
<tr>
<td>• Mastering the enquiry process</td>
<td>H. Demonstrate respect for evidence, open-mindedness and tolerance towards the views and values held by others [AO (x), (xiv) &amp; (xv), LO (e) &amp; (b)]</td>
<td>● demonstrates abilities in conceptualising and respecting evidence, showing open-mindedness and tolerance towards different views and values</td>
<td>● demonstrates outstanding abilities in conceptualising and respecting evidence, consistently showing open-mindedness and tolerance towards different views and values</td>
</tr>
<tr>
<td>• Reflection</td>
<td>I. Self-manage and reflect upon the implementation of successive stages of the enquiry learning process in terms of time, resources and attainment of the objectives of the enquiry [AO (xi), LO (g)]</td>
<td>● self-manages and reflects extensively upon the implementation of successive stages of the enquiry learning process</td>
<td>● self-manages highly systematically and reflects extensively upon the implementation of successive stages of the enquiry learning process</td>
</tr>
</tbody>
</table>

<sup>3</sup> The references in brackets refer to the LO and AO as outlined in the *LS Curriculum & Assessment Guide (Secondary 4–6)* in *Attachment 2*. 
The Language of Level Descriptors

8. The principle behind level descriptors is that they describe what typical candidates can do, not what they cannot do. In other words, they largely describe performance in positive terms rather than in negative terms. These descriptors will necessarily represent ‘on-average’ statements, and may not apply precisely to individuals. A set of descriptive terms for distinguishing the level differences, suggested by the HKEAA, is presented in Table 2 below:

Table 2: Language for writing up level descriptors suggested by HKEAA

<table>
<thead>
<tr>
<th>Level</th>
<th>Suggested language / descriptive terms</th>
</tr>
</thead>
<tbody>
<tr>
<td>5</td>
<td>Extensive, Perceptive, Innovative, Logical, Thorough, Excellent, Sophisticated, Accomplished, Coherent, Comprehensive, Advanced</td>
</tr>
<tr>
<td>4</td>
<td>Sound, Detailed, Well informed, Broad, Good, Proficient, Well developed, Complete, Competent, Complex</td>
</tr>
<tr>
<td>3</td>
<td>Satisfactory, Clear, Relevant, Fair, Aware, Adequate, General, Appropriate, Moderate</td>
</tr>
<tr>
<td>2</td>
<td>Partial, Some, Limited range, Basic, Familiar contexts, Brief, Factual, Routine</td>
</tr>
<tr>
<td>1</td>
<td>Elementary, Simple, Minimal, With guidance, Occasional, Superficial, Few</td>
</tr>
<tr>
<td>Unclassified</td>
<td>No description</td>
</tr>
</tbody>
</table>

9. Level descriptors that illustrate the typical standards for each of the five performance levels were then developed according to the information outlined in Table 1 and Table 2 above. The full set of draft level descriptors is appended below (see Attachment 3).

Materials developed alongside the level descriptors

10. In addition to the level descriptors, annotations to the sample answer scripts resulting from sample papers produced after the study discussed previously in the Study and Re-examination of the Liberal Studies (LS) Examination Scripts for Grades A, C, E, were also developed. The annotated sample scripts illustrate the various levels of actual performance in the public examination and show the relationship between performance standards and level descriptors. Each level descriptor is accompanied by at least one annotated answer script of one question respectively from Paper 1 and 2. These annotated samples will help teachers and students understand the standards of performance required at each level.

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4 The use of such prescribed descriptive terms is no longer being pursued.
Conclusion

11. Careful consideration has gone into the development of the level descriptors. However, they continue to be a work in progress, and one necessitating a dynamic drafting process. As such, the versions illustrated here are regarded as drafts. Several more adjustments are expected until the final version of the descriptors can be reached which more precisely reflects the actual performance standards of candidates in the first examination in 2012. The latest versions of the draft level descriptors can be found online at the HKEAA website: www.hkeaa.edu.hk.
Data-response Questions
Answer all the questions in this paper.

1. Consider the following information:

Chelsey, who is sixteen, has been wearing six earrings and intends to wear a tongue ring. She is discussing the plan with her classmate Jade.

Jade: Are you crazy? You’ve already pierced holes for six rings in your ears. And are you going to have your tongue pierced? Do you really want to put your life at risk?

Chelsey: Risk my life? You’re exaggerating!

Jade: Where’s your common sense? There are so many blood vessels in your tongue. After it’s been pierced, how can the wound heal if it has a metal object in it?

Chelsey: My ears have been pierced likewise, and I didn’t have any problems with it.

Jade: There’s far more bacteria living in your mouth than on your ears. Once a girl had got her tongue pierced and her wound was so seriously infected that she couldn’t talk because her tongue swelled up. Later, the infection spread to her stomach and caused festering. She was only saved being hospitalised for a week.

Chelsey: Gee, that’s so awful! She really had bad luck, but I don’t think that’ll happen to me. Besides, it’s my boyfriend who wanted it done. I don’t have a choice!

Jade: Please ask yourself which is more important — your boyfriend’s wishes or your own life? If he thinks tongue piercing is so great, ask him to get his tongue pierced!

Chelsey: He’s already done it! He said it made him feel handsome, and it showed his wild side. What’s more, he is still healthy and fit. He also said that I had to pierce my tongue if I wanted to keep on being his partner, otherwise I would be replaced by other girls.

(a) (i) Identify one example used by Jade to support her stance on tongue piercing. (2 marks)

(ii) Identify one value orientation reflected by Jade’s stance. (2 marks)

(b) According to what Chelsey says, identify and explain one factor for maintaining her relationship with her boyfriend. (4 marks)

(c) A parent association, out of concern for the health of adolescents, suggested that tongue piercing should be regulated by law. However, some adolescents considered that such legislation would restrict their freedom. Do you agree with the parent association’s view or the adolescents’ view? Explain. (10 marks)
2. Consider the following information:

**Source 1**

Would you identify yourself as a ‘Hong Kong Citizen’, ‘Chinese Citizen’, ‘Hong Kong Chinese Citizen’ or ‘Chinese Hong Kong Citizen’?

<table>
<thead>
<tr>
<th>Month of Survey</th>
<th>Total Sample</th>
<th>Hong Kong Citizen</th>
<th>Chinese Hong Kong Citizen</th>
<th>Hong Kong Chinese Citizen</th>
<th>Chinese Citizen</th>
<th>Other/ Don’t Know/ Hard to Say</th>
<th>Total</th>
</tr>
</thead>
<tbody>
<tr>
<td>December, 2006</td>
<td>1011</td>
<td>23%</td>
<td>32%</td>
<td>20%</td>
<td>24%</td>
<td>1%</td>
<td>100%</td>
</tr>
<tr>
<td>December, 2004</td>
<td>1017</td>
<td>26%</td>
<td>23%</td>
<td>16%</td>
<td>32%</td>
<td>3%</td>
<td>100%</td>
</tr>
<tr>
<td>December, 2002</td>
<td>1026</td>
<td>31%</td>
<td>21%</td>
<td>14%</td>
<td>30%</td>
<td>4%</td>
<td>100%</td>
</tr>
<tr>
<td>December, 2000</td>
<td>1040</td>
<td>36%</td>
<td>19%</td>
<td>14%</td>
<td>25%</td>
<td>6%</td>
<td>100%</td>
</tr>
<tr>
<td>December, 1998</td>
<td>544</td>
<td>41%</td>
<td>22%</td>
<td>15%</td>
<td>17%</td>
<td>5%</td>
<td>100%</td>
</tr>
<tr>
<td>December, 1997</td>
<td>500</td>
<td>36%</td>
<td>23%</td>
<td>19%</td>
<td>18%</td>
<td>4%</td>
<td>100%</td>
</tr>
</tbody>
</table>

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 frankly 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 historical 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 an article on a website on 5th 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)

(b) In the light of Sources 1 and 2, are the changes in the national identity of Hong Kong people as shown in Source 1 in line with the spirit of ‘one country, two systems’? Explain. (12 marks)
3. Consider the following information:

**Source 1**

In March 2007, the Agricultural Department of Guangdong Province inspected 1,680 vegetable samples collected from 91 production zones (including farms supplying vegetables to Hong Kong) and 27 wholesale markets for samples containing pesticide residues in excess of the prescribed standards. The pass rate of vegetables from the production zones was 84.4%, and that of the wholesale markets was 89.1%.

Source: Guangdong Agricultural Information website

**Source 2**

After consulting authorities on the Mainland, the Food and Environmental Hygiene Department of the Hong Kong Special Administrative Region now requires all imported vegetables to be accompanied by identification labels and information on pesticide use. Vegetable samples collected from trucks will be inspected for pesticide residues in the Man Kam To Food Control Centre.

70 out of 200 trucks bringing vegetables to Hong Kong daily from the Mainland are sampled for inspection by the Centre. However, greengrocers said they were unable to tell which vegetables from uninspected trucks are authorised by the Mainland authorities.

Source: Adapted from Food and Environmental Hygiene Department information and a report in a local newspaper dated 14th April 2007
Source 3

Source: Vegetable Marketing Organization Poster

(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)

(c) Referring to Sources 1, 2 and 3 and based on your knowledge, identify and explain two factors which facilitate the emergence of 'accredited vegetables'. (6 marks)
1. Study the following information adapted from a report in a local newspaper dated 12 March 2007:

What is the Way Forward for China’s Energy Development?

During the meetings of the National People's Congress and the Chinese People's Political Consultative Conference, Premier Wen Jiabao emphasised the importance of conserving the environment in the course of economic development. He called for the use of pollution-free or low-pollution energy sources when possible. For example, the reliance on coal as the major energy source will result in many pollution and mine safety problems, therefore it should be replaced with renewable energy sources aimed at reducing pollution.

(a) Referring to the above information, why did Premier Wen Jiabao propose ‘low-pollution, high-safety’ as the way in which energy should be developed? Explain. (8 marks)

(b) Referring to the above information, how feasible is the viewpoint of Premier Wen Jiabao on the direction of energy development in China? Explain. (12 marks)
2. Consider the following two cartoons:

**Cartoon 1**

The gap between rich and poor is widening. You’re playing online games again? Should cut your cable, no kidding!

**Cartoon 2**

Hong Kong witnessed a surge in domestic violence last year ...

(a) In the light of the above cartoons, what positive methods can adolescents use to deal with conflicts with parents on the issue of playing online games? Explain. (8 marks)

(b) ‘Low socio-economic status is the main cause of domestic violence in Hong Kong.’ Do you agree with this statement? Explain your answer in the light of the above cartoons and according to your knowledge. (12 marks)
Consider the following information adapted from an article in a local newspaper dated 22nd December 2006:

As Christmas draws near, many young people on the Mainland are joyfully embracing the atmosphere of this Western festival. Christmas has gradually become a prime time for consumption.

However, ten academics from leading universities, including Peking University and Tsinghua University, have recently posted a plea entitled ‘Our views on the question of “Christmas” – to shun collective cultural unconsciousness and preserve the integrity of Chinese culture’. They demanded that ‘Chinese people stand against cultural expansionism from the West’ and asked people not to follow the trend of celebrating Christmas.

In recent years, Western festivals such as Christmas, Halloween and Valentine’s Day have become fashionable following the promotion by businessmen. These Western festivals have been far more popular among youngsters than the traditional Chinese ones, such as the Dragon Boat Festival and the Chung Yeung Festival, etc.

Here are some of the viewpoints on Christmas expressed by the ten academics:

• the celebration of Christmas implants a foreign culture into the hearts of children who do not have any powers of discrimination
• businessmen should try to explore commercial opportunities offered by traditional Chinese festivals, such as celebrating the birthday of Confucius
• Chinese people should stop ‘adoring Western things’, and return to Chinese cultural traditions

(a) Referring to the above information, in your opinion, what is the relationship between the popularity of Western festivals among youngsters on the Mainland and China’s economic reforms? Explain. (10 marks)

(b) ‘The main reason why Western festivals are becoming popular on the Mainland is the result of attaching little importance to traditional Chinese festivals.’ Do you agree with this statement? Explain. (10 marks)
**Liberal Studies: Curriculum & Assessment Guide (Secondary 4–6)**

**Learning outcomes and assessment objectives**

<table>
<thead>
<tr>
<th>Learning outcomes</th>
<th>Assessment objectives</th>
</tr>
</thead>
<tbody>
<tr>
<td>(a) develop the capacity to construct knowledge through enquiring into contemporary issues which affect themselves, their society, their nation, the human world and the physical environment (see section 1.5 for details in (i) – (vi))</td>
<td>(i) demonstrate a sound understanding of the key ideas, concepts and terminologies of the subject;</td>
</tr>
<tr>
<td></td>
<td>(ii) make conceptual observations from information resulting from enquiry into issues;</td>
</tr>
<tr>
<td></td>
<td>(iii) apply relevant knowledge and concepts to contemporary issues;</td>
</tr>
<tr>
<td>(b) understand the interconnectedness of personal, local, national and global issues, and the interdependence of the physical environment and society, and appraise issues of human concern accordingly</td>
<td>(iv) identify and analyse the interconnectedness and interdependence amongst personal, local, national, global and environmental contexts;</td>
</tr>
<tr>
<td>(c) reflect on the development of their own multiple identities, value systems and worldviews with respect to personal experiences, social and cultural contexts and the impact of developments in science, technology and globalisation</td>
<td>(v) recognise the influence of personal and social values in analysing contemporary issues of human concern;</td>
</tr>
<tr>
<td></td>
<td>(vi) draw critically upon their own experience and their encounters within the community, and with the environment and technology;</td>
</tr>
<tr>
<td>(d) identify the values underlying different views and judgements on personal and social issues, and apply critical thinking skills, creativity and different perspectives in making decisions and judgements on issues and problems at both personal and social levels</td>
<td>(vii) discern views, attitudes and values stated or implied in any given factual information;</td>
</tr>
<tr>
<td></td>
<td>(viii) analyse issues (including their moral and social implications), solve problems, make sound judgements and conclusions and provide suggestions, using multiple perspectives, creativity and appropriate thinking skills;</td>
</tr>
<tr>
<td></td>
<td>(ix) interpret information from different perspectives;</td>
</tr>
<tr>
<td>(e) present arguments clearly and demonstrate respect for evidence, open-mindedness and tolerance towards the views and values held by other people</td>
<td>(x) consider and comment on different viewpoints in their handling of different issues;</td>
</tr>
<tr>
<td>(f) develop skills related to enquiry learning, including self-management skills, problem-solving skills, communication skills, information processing skills and skills in using information and communication technology (ICT)</td>
<td>(xi) self-manage and reflect upon the implementation of successive stages of the enquiry learning process in terms of time, resources and attainment of the objectives of the enquiry;</td>
</tr>
<tr>
<td>(g) carry out self-directed learning which includes the processes of setting goals, making and implementing plans, solving problems, analysing data, drawing conclusions, reporting findings and conducting evaluations</td>
<td>(xii) communicate clearly and accurately in a concise, logical, systematic and relevant way;</td>
</tr>
<tr>
<td>(h) demonstrate an appreciation for the values of their own and other cultures, and for universal values, and be committed to becoming responsible and conscientious citizens</td>
<td>(xiii) gather, handle and analyse data and draw conclusions in ways that facilitate the attainment of the objectives of the enquiry;</td>
</tr>
<tr>
<td></td>
<td>(xiv) demonstrate an understanding and appreciation of different cultures and universal values; and</td>
</tr>
<tr>
<td></td>
<td>(xv) demonstrate empathy in the handling of different issues.</td>
</tr>
</tbody>
</table>
The typical performance of candidates at this level:

| Level 5 | • shows a **comprehensive** understanding of relevant knowledge and interdependence amongst a range of issues in particular contexts  
| • identifies, gathers, and organises applicable information from different sources **prudently** interprets and analyses information **coherently** from different perspectives  
| • demonstrates **sophisticated** abilities in evaluating various viewpoints and synthesising one’s own viewpoints and suggestions with **well-supported** arguments  
| • communicates ideas in a **concise, logical and systematic** way  
| • demonstrates **outstanding** abilities in **conceptualising** and respecting evidence, **consistently** showing open-mindedness and tolerance towards different views and values  
| • self-manages **highly systematically** and reflects **extensively** upon the implementation of successive stages of the enquiry learning process |

| Level 4 | • shows a **broad** understanding of relevant knowledge and interdependence amongst a range of issues in particular contexts  
| • identifies, gathers, and organises applicable information from different sources **accurately**  
| • interprets and analyses information **proficiently** from different perspectives  
| • demonstrates **competent** abilities in evaluating various viewpoints and synthesising one’s own viewpoints and suggestions with **supported** arguments  
| • communicates ideas in a **concise and well-structured** way  
| • demonstrates **competent** abilities in **soliciting** and respecting evidence, **frequently** showing open-mindedness and tolerance towards different views and values  
| • self-manages **systematically** and reflects **broadly** upon the implementation of successive stages of the enquiry learning process |

| Level 3 | • shows a **general** understanding of relevant knowledge and interdependence amongst a range of issues in particular contexts  
| • identifies, gathers, and organises applicable information from different sources **satisfactorily**  
| • considers and interprets information **appropriately** from different perspectives  
| • demonstrates **moderate** abilities in evaluating various viewpoints and synthesising one’s own viewpoints and suggestions with **generally supported** arguments  
| • communicates ideas in a **concise and quite structured** way  
| • demonstrates **general** abilities in **identifying** and respecting evidence, **quite frequently** showing open-mindedness and tolerance towards different views and values  
| • self-manages **generally** and reflects **appropriately** upon the implementation of successive stages of the enquiry learning process |
| Level 2 | • shows a *partial* understanding of relevant knowledge and interdependence amongst a range of issues in particular contexts  
• identifies, gathers, and organises applicable information from different sources *marginally*  
• considers and interprets information *briefly* from different perspectives  
• demonstrates *limited* abilities in evaluating viewpoints and synthesising one’s own viewpoints and suggestions with *marginally supported* arguments  
• communicates ideas in a *quite loose* way  
• demonstrates *limited* abilities in *identifying* and respecting evidence, *sometimes* showing open-mindedness and tolerance towards different views and values  
• self-manages *marginally* and reflects *partially* upon the implementation of successive stages of the enquiry learning process |
| Level 1 | • shows a *superficial* understanding of relevant knowledge and interdependence amongst a range of issues in particular contexts  
• identifies and gathers applicable information from different sources *superficially*  
• considers and interprets information *superficially* from different perspectives  
• demonstrates *elementary* abilities in evaluating viewpoints and synthesising one’s own viewpoints and suggestions with *superficial* arguments  
• communicates ideas in a *loose* way  
• demonstrates *elementary* abilities in *identifying* and respecting evidence, *rarely* showing open-mindedness and tolerance towards different views and values  
• self-manages *elementarily* and reflects *superficially* upon the implementation of successive stages of the enquiry learning process |