Medium-term Review of HKDSE Liberal Studies Independent Enquiry Study

Modification of IES Assessment Framework: A Structured Approach

February 2014
2012 Short-term Review: Survey Results – IES

- Slightly more than half of schools (52%) agreed with the proposal of making no further change to the IES requirements while 36% disagreed.

- The majority of schools (88%) agreed with the provision of more IES samples for illustrating the use of a variety of enquiry methods.
## 2012 Short-term Review: Survey Results – IES (Written Feedback)

<table>
<thead>
<tr>
<th>Comment</th>
<th>Count</th>
</tr>
</thead>
<tbody>
<tr>
<td>IES should be cancelled</td>
<td>23</td>
</tr>
<tr>
<td>Too demanding</td>
<td>19</td>
</tr>
<tr>
<td>Heavy Workload</td>
<td>19</td>
</tr>
<tr>
<td>Other modes/alternatives of SBA</td>
<td>11</td>
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</table>
Objectives of the Medium-term Review of HKDSE LS IES

- Further simplification of IES
- Better guidance for the implementation of IES
- Diversification of enquiry methods
- Ways to deal with issues of workload and excessively lengthy reports
Timeline of Medium-term Review of HKDSE LS IES

- IES Questionnaire Survey (early Feb 2014)
- Briefing Session on IES review (late Feb 2014)
- Survey findings and recommendations ready (early to mid March 2014)
- Recommendation endorsement by CDC and PEB (mid April 2014)
- Briefing session on finalized measures (early July 2014)
- Teachers’ training seminars (Sept 2014)
Recommendations

- Structured Approach
  - Scaffolding the enquiry by a four-part structure
  - Completing the enquiry step by step
  - Providing guiding questions for each part to facilitate a more effective conduct of IES

- One Final Report
  - Integrating the project proposal and Product
Recommendations

- Modified Marking Guidelines
  - Analytic marking guidelines with four domains adopted
  - Students’ performance in different stages of the enquiry assessed as reflected by the final report and “Initiative”
  - Mark for the “Presentation and Organisation” domain will be capped for those final reports exceeding the word limit and viewing time
Recommendations

- Process
  - Process activities templates for developing enquiry skills
  - Marks for “Initiative” will be awarded

- Diversification of Enquiry Methods (Sources of Information/Data)
  - Provision of samples employing mainly published information/data for the enquiry in addition to the previous samples by mainly using first-hand data
Framework of the Structured Enquiry Approach of IES with Guiding Questions

A Four-part Structure of Step by Step Enquiry Process

1. Problem definition
2. Relevant concepts and knowledge / facts / data
3. In-depth explanation of the issue
4. Judgement and justification
# Four Steps in Conducting IES

<table>
<thead>
<tr>
<th>Step 1</th>
<th>• Problem Definition</th>
</tr>
</thead>
<tbody>
<tr>
<td>Step 2</td>
<td>• Relevant Concepts and Knowledge/ Facts/ Data</td>
</tr>
<tr>
<td>Step 3</td>
<td>• In-depth Explanation of the Issue</td>
</tr>
<tr>
<td>Step 4</td>
<td>• Judgement and Justification</td>
</tr>
</tbody>
</table>
Advantages of the Structured Approach

- Facilitating teachers to supervise students conducting an enquiry
- Providing checkpoints for students to do a focused enquiry work
- Guiding students to conduct their enquiry in a systematic manner
- Supporting less able students to conduct their enquiry
1. Problem Definition

- What is the contemporary issue for enquiry you have chosen?
- What is the significance of the contemporary issue for enquiry on society/why is it of interest to the student?
- How do you justify the significance of the issue/point of interest for enquiry (e.g. the reasons why it is worthwhile to conduct an enquiry on the issue)?
- What are you going to enquire about and what is the focus of your enquiry?
- How do you define the scope of the issue enquiry?
- What is your enquiry question at last? What is/are your focus question(s)
Guiding Questions

2. Relevant Concepts and Knowledge/ Facts/ Data

- What are the key knowledge and concepts that you think are significant for understanding the issues in your enquiry?
- What are the basic and necessary knowledge/ facts/ data that facilitate your understanding of the issue?
- How do you gather the facts/ data for your enquiry?
- How would you apply the concepts and knowledge/ facts/ data to your issue enquiry?
Guiding Questions

3. In-depth Explanation of the Issue

How do you explain, analyse or interpret the following related items in the process of enquiry by applying relevant concepts and knowledge/facts/data?

- Factors bringing about the issue
- Impacts brought by the issue
- Majority views/disagreements/diversity/conflicts or perspectives for looking at the issue
4. Judgement and Justification

- How do you respond to your enquiry questions from multiple perspectives so as to provide evidential support for your arguments?
- What are your major arguments and evidential support in response to the enquiry question, by applying relevant concepts and knowledge/facts/data?
- What is/are your views/stance/decision/choice/value judgement/evaluation in the issue enquiry?
Existing IES and Structured Approach of IES

Existing IES

Structured Approach of IES
Table of Contents (Existing IES)

- Introduction
- Research objectives/ Focus questions
- Literature review/ Background information
- Methodology/ Data collection methods
- Findings and analysis/ Discussion/ Suggestions
- Conclusion
- Reflection
- References/ Bibliography
Table of Contents

Existing IES

- Introduction
- Research objectives/ Focus Questions
- Literature review/ Background information
- Methodology/ data collection methods
- Findings and analysis/ Discussion/ Suggestions
- Conclusion
- Reflection
- Reference/ Bibliography

Structured Approach

- Problem definition
- Relevant concepts and knowledge/ facts/ data
- In-depth analysis of the issue
- Judgement and justification
- Reference/ Bibliography

Process Activities & Initiative (For improvement)
Points of Emphasis: Enquiry Essence (Structured Approach)

- Significance of the issue
- Focus of the enquiry
- Issue explanation
- Application of concepts and knowledge
- Use of appropriate Data/ facts
- Judgement
- Justification
Provision of Process Activities Templates

Why?

- For students acquiring and demonstrating enquiry skills
- For teachers authenticating students’ work
- For teachers giving feedback to students for improvement
Provision of Process Activities
Templates

What?

- Mind map on idea formulation
- Identification of Main Points of Sources
- Key concept explanations
- Analyses of statistical figures/commentaries/articles
- Argument outline for judgement and justification

...
Revised Marking Guidelines

Why?
- Adoption of the structured approach
- Integration of Products of Project proposal and Product
- Submission of one single final report
- Dealing with the issue of excessively lengthy reports
- Strengthening the assessment reliability
What?

- Analytic marking guidelines
- Four domains reflecting the requirements of the framework of structured approach
- Students’ performance in Domain 1 (Steps 1 & 2) and Domain 2 (Steps 3 & 4) and the continuous performance during the enquiry process can be assessed
Revised Marking Guidelines

Four Domains

- Problem Definition and Identification of Concepts/ Knowledge (Steps 1 & 2)
- Explanation and Justification (Steps 3 & 4)
- Presentation and Organisation
- Initiative
Problem Definition and Identification of Concept/Knowledge (Outstanding Achievement)

- Defines and explains clearly the focus and scope of the enquiry and articulates clearly the social significance of the issue.

- Clearly identifies necessary and highly relevant concepts/knowledge and explains the relevance and applicability to the enquiry.
Explanation and Justification (Outstanding Achievement)

- Deploys highly useful information
- Provides an accurate and highly relevant linkage between the analysis, justification and the information
- Sharply identifies, clearly and logically articulates factors/impacts/relationships/major viewpoints of key stakeholders, dynamic relationships/disagreements/embedded values in the issue, with relevant concepts and knowledge/facts/up-to-date information
Explanation and Justification (Outstanding Achievement)

- Fully and logically **justifies** the standpoint/ choices/ decision with highly relevant concepts and knowledge/ facts/ up-to-date information, showing logical and strong **reasoning** and high level of multiple-perspective thinking
- Provides insightful ideas/ views, which are relevant to the issue concerned and the enquiry question, with supportive arguments
- Addresses well the issue and the enquiry question with a comprehensive **analysis** from multiple perspectives
Presentation and Organisation
(Outstanding Achievement)

- Communicates ideas in a concise and well-organised manner, with a coherent structure
- Clearly acknowledges sources of information
Initiative (Outstanding Achievement)

- Has been proactive, resourceful, able to work with little supervision in solving problems and reflecting on their work, as evidenced in the process of completing the report.
- Shows time-management skills and meets deadlines.
- Makes continuous improvements.
## Analytic Marking Guidelines

### Problem Definition and Identification of Concepts (Steps 1 & 2)

### Explanation and Justification (Steps 3 & 4)

<table>
<thead>
<tr>
<th>Performance Level (Mark Range)</th>
<th>Assessment Domain</th>
<th>Problem Definition and Identification of Concepts (Steps 1 &amp; 2)</th>
<th>Explanation and Justification (Steps 3 &amp; 4)</th>
<th>Presentation and Organisation</th>
<th>Initiative</th>
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<tbody>
<tr>
<td>Outstanding Achievement (7 – 9 marks)</td>
<td>Report with more than 4000 words will not be awarded 4 or more marks.</td>
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<td>Satisfactory Achievement (4 – 6 marks)</td>
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### Note:
No marks should be given to those who do not meet the minimum requirements stipulated in the marking guidelines.
## Assignment of Marks and Weighting

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<th>Assessment Domain</th>
<th>No. of marks to be submitted</th>
<th>Weighting</th>
<th>Mark range</th>
<th>Max mark</th>
<th>% of IES</th>
<th>Mark Moderation</th>
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<td>No. of marks to be submitted</td>
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<td>Non-moderation part</td>
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<td>Use of first-hand data</td>
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<td>Use of published sources</td>
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<td>Mark capping for Products (Reports) exceeding 4000 words/ 20 mins/ short essay 1000 words</td>
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<td>Non-written form</td>
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Views, Comments and Suggestions

Thank You