NSS Assessing Student Learning for the Geography Curriculum:

(1) Public Assessment
(Re-run on 25 Sept 2008)
NSS Geography Public Assessment: Types of Questions

- Short essay questions (Paper 1): 12%
- Short essay questions (Paper 2): 12%
- Data/Skill-based questions (Paper 2): 18%
- Data/Skill-based questions (Paper 1): 34%
- Multiple choice questions (Paper 1): 24%
Considerations for setting Geography data/skill-based and short essay questions
Question Setting: Keywords to Remember

(a) 單一課題  
One topic  
: one single issue & related themes

(b) 地理學的  
Geographical  
: places, regions or nations  
space, globe, earth

(c) 中學文憑標準  
DSE standard  
: DSE level, S6 students

(d) 課程範圍  
Within syllabus  
: • approach  
• content
(e) 難度漸進
Progressive difficulty

: From lower order to higher order

knowledge

description

explanation

application

attitudes & values

evaluation
<table>
<thead>
<tr>
<th>(f) 技能</th>
<th>Skills</th>
<th>calculation / mapwork / drawing</th>
</tr>
</thead>
<tbody>
<tr>
<td>(g) 視覺數據</td>
<td>Visual data</td>
<td>photos, coloured statistical tables / diagrams</td>
</tr>
<tr>
<td>(h) 用字</td>
<td>Wording</td>
<td>direct / fault free / concise</td>
</tr>
<tr>
<td>(i) 版權</td>
<td>Copyright</td>
<td>publications / websites</td>
</tr>
<tr>
<td>(j) 時事</td>
<td>Current events</td>
<td>e.g. biodiversity / biofuels / ecotourism / sustainable development / recreational demand / earthquakes in China &amp; Japan</td>
</tr>
</tbody>
</table>
(k) 個案
Case studies
- scale / micro vs macro
- specified examples / cases

(l) 比較
Comparison
- urban vs rural
- hub vs fringe
- MDCs vs LDCs
- analytical vs recall
- global vs regional
- hypothetical vs real
- past vs present

(m) 時間因素
Time factor
- 4th dimension
- historical development
- between years
Here are some examples from past AL papers......
6. Tables 6a and 6b show some data regarding agriculture in South Korea. Text 6c shows a newspaper cutting about the protest against the World Trade Organization (WTO) by Korean farmers in Hong Kong in 2005.

<table>
<thead>
<tr>
<th>Agricultural sector</th>
<th>Year</th>
<th>1995</th>
<th>2003</th>
</tr>
</thead>
<tbody>
<tr>
<td>Cultivated area ('000 ha)</td>
<td></td>
<td>1,985</td>
<td>1,846</td>
</tr>
<tr>
<td>Farming population ('000)</td>
<td></td>
<td>4,851</td>
<td>3,530</td>
</tr>
<tr>
<td>Rural population aged below 30 (%)</td>
<td></td>
<td>0.8</td>
<td>0.2</td>
</tr>
<tr>
<td>Rural population aged above 60 (%)</td>
<td></td>
<td>42.3</td>
<td>57.7</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Year</th>
<th>Agricultural imports (US $ million)</th>
<th>Agricultural exports (US $ million)</th>
</tr>
</thead>
<tbody>
<tr>
<td>1990</td>
<td>5,789</td>
<td>2,820</td>
</tr>
<tr>
<td>1995</td>
<td>10,520</td>
<td>3,469</td>
</tr>
<tr>
<td>2000</td>
<td>9,891</td>
<td>3,036</td>
</tr>
<tr>
<td>2003</td>
<td>12,182</td>
<td>2,989</td>
</tr>
</tbody>
</table>

**Farmers’ Protest Against WTO**

After joining the WTO, the South Korean government opened the door for foreign farm produce in 1995... So, Korean farmers are facing a crisis, i.e., their livelihood is threatened.
(a) Referring to Table 6a, describe and explain the changes in the age structure of the rural population. (4 marks)

(b) (i) Referring to Table 6b and Text 6c, describe and explain the change in agricultural imports to South Korea. (3 marks)

(ii) Discuss the possible negative economic impact of this change on agriculture in South Korea. (6 marks)

(c) (i) Suggest possible measures for the South Korean government to alleviate the difficulties faced by the farmers. (3 marks)

(ii) Evaluate the effectiveness of these measures. (4 marks)
2008 - 高級程度地理 - 試卷一 - 題目6

(a) 參閱表6a，描述及解釋農村人口年齡結構的改變。（4分）

(b)  (i) 參閱表6b及文字6c，描述及解釋南韓農業進口的改變。（3分）
   (ii) 討論這改變對南韓農業可能出現的負面經濟影響。（6分）

(c)  (i) 向南韓政府建議可行的措施以紓緩農民面臨的困難。（3分）
   (ii) 評估該等措施的有效性。（4分）
8. Figure 8a shows parts of the Pearl River Delta (Zhujiang Delta) area. Table 8b shows the Gross Domestic Product (GDP) of different regions in this area.
### Table 8b

<table>
<thead>
<tr>
<th>Region</th>
<th>Year</th>
<th>GDP (100 million RMB)</th>
<th>1980</th>
<th>1990</th>
<th>2002</th>
<th>2003</th>
<th>2004</th>
<th>2005</th>
</tr>
</thead>
<tbody>
<tr>
<td>Central (includes Guangzhou, Foshan and Zhaoqing)</td>
<td></td>
<td></td>
<td>86</td>
<td>514</td>
<td>4826</td>
<td>5665</td>
<td>6759</td>
<td>7947</td>
</tr>
<tr>
<td>Eastern (includes Shenzhen, Dongguan and Huizhou)</td>
<td></td>
<td></td>
<td>18</td>
<td>286</td>
<td>4683</td>
<td>5625</td>
<td>6775</td>
<td>7913</td>
</tr>
<tr>
<td>Western (includes Zhuhai, Zhongshan and Jiangmen)</td>
<td></td>
<td></td>
<td>29</td>
<td>193</td>
<td>1445</td>
<td>1667</td>
<td>1952</td>
<td>2254</td>
</tr>
</tbody>
</table>
(a) Refer to Table 8b. On a piece of graph paper, **draw a line graph** to show the changes in GDP of the different regions of the Pearl River Delta area. (3 marks)

(b) From the graph drawn, **compare the changes** in GDP among the three regions. (4 marks)

(c) In view of the location, **explain the differences** in economic development among the three regions. (5 marks)

(d) (i) Suppose you were a council official in a major city in the western region, **suggest measures** to increase the competitiveness of local manufacturing. (4 marks)

(ii) **Evaluate the effectiveness** of the measures mentioned. (4 marks)
2008 - 高級程度地理 - 試卷一 - 題目8

(a) 參閱表8b，在方格紙上繪一線形圖以顯示珠江三角洲各地區本地生產總值的變化。（3分）

(b) 參考所繪畫的圖表，比較三地區本地生產總值的變化。（4分）

(c) 從區位角度，解釋三地區經濟發展的差異。（5分）

(d) (i) 假設你是珠江三角洲西部一個主要市政府的官員，建議提升本市製造業競爭力的措施。（4分）

(ii) 評估上述措施的成效。（4分）
In abandoned land at the urban fringe, it is common to find plant communities that are undergoing secondary succession. Describe how a plant community develops from secondary succession to its climax stage. Contrast the ecological characteristics of the plant community in the early succession and the climax stages. Evaluate how human activities may affect the succession of plant communities at the urban fringe. Illustrate your answer with local examples. (25 marks)
2008 - 高級程度地理 - 試卷二 - 題目3

在城市邊緣的棄耕區，植物群落的次生演替過程隨處可見。

描述一植物群落如何經次生演替過程而發展至頂極階段。對比植物群落在演替過程早期及頂極階段的生態特徵。評估人文活動如何影響城市邊緣地區棄耕地的植物群落演替過程。附以本地例子說明。 (25 分)
6. Figure 6a and Table 6b show information about a farming system on the southern hill slopes of the Himalayas.
<table>
<thead>
<tr>
<th>Farming household location (elevation in metres)</th>
<th>Average annual temperature range (°C)</th>
<th>Average annual rainfall (mm)</th>
<th>Accessibility</th>
<th>Farm size (ha)</th>
<th>Number of livestock</th>
<th>Income source (%)</th>
</tr>
</thead>
<tbody>
<tr>
<td>&gt; 2 000</td>
<td>-10–20</td>
<td></td>
<td>remote (footpath)</td>
<td>0.2</td>
<td>&lt; 3</td>
<td>64</td>
</tr>
<tr>
<td>1 000–2 000</td>
<td>-5–25</td>
<td>485</td>
<td>semi-remote (footpath)</td>
<td>0.6</td>
<td>3–4</td>
<td>70</td>
</tr>
<tr>
<td>700–1 000</td>
<td>5–30</td>
<td></td>
<td>accessible (road)</td>
<td>&gt; 1</td>
<td>&gt; 5</td>
<td>80</td>
</tr>
</tbody>
</table>
Study Figure 6a and Table 6b.

(a) **Identify** the farming system and describe the complementary relationship among the major elements of this farming system at the farm level. 
(3 marks)

(b) **What** are the environmental factors that contribute to the existence of this farming system in this area? 
(3 marks)

(c) **Why** is there a spatial variation in income sources among the farming households of this area? 
(3 marks)

(d) **Explain** how the sustainability of this farming system is maintained in this area in terms of resource usage and system stability. 
(5 marks)

(e) **Evaluate** the impact of an extension of the road to the area which is over 2,000 metres on the sustainability of the farming system. 
(6 marks)
研读图6a及表6b。

(a) 辨认这农业系统及描述这系统内主要元素於农場层次上的相互补足关系。

(b) 有什么环境因素促成这农业系统在这地区出现？

(c) 为什么这地区农户的收入来源有空间差异？

(d) 從资源运用及系统稳定性方面解释这农业系统如何维持可持续性。

(e) 如果公路伸延至2000米以上的位置，評估這对農業系统可持续性的影響。
Describe the spatial and temporal change of population density from the city centre to the suburbs in less developed countries (LDCs). To what extent is urban planning affecting such changes in urban population density in the LDCs? Discuss how urban population density changes worsen the transport problem in these countries. Illustrate your answer with examples. (25 marks)
1993-AL Geog-Paper I-

Question 10

Environment Group Report
A New Coal-fired power plant will destroy this unique species of tree frog, but the problem with atomic power is still the disposal of waste fuel.

Press Headings
Chernobyl Explodes, Acid Rain Destroys Forests; New Evidence, Villagers protest HEP project.

Electric Light and Power Inc
1. Atomic power is the most efficient means of serving the community.
2. Scientific tests have proven that atomic power should be safe.
3. Atomic power is environmentally friendly.

Old person
Life is so much better with electricity.

Coal miners
Our industry depends on coal-fired electricity generation for our survival. We want to keep our jobs.

Farmer
I can make most of the power I need from this wind vane.

Highlanders
HEP sounds good……but we ve no water here.

OPEC
"Oil is the cheapest fuel for power."

"We control oil prices."

Industrialists
We rely on the cheap coal-fired power here to keep operating.
### Table 10b

<table>
<thead>
<tr>
<th>Year</th>
<th>Atomic (imported)</th>
<th>Natural Gas (imported)</th>
<th>Oil (imported)</th>
<th>Coal (domestic)</th>
<th>Firewood/Charcoal</th>
<th>HEP</th>
<th>Other</th>
</tr>
</thead>
<tbody>
<tr>
<td>1985</td>
<td>25</td>
<td>20</td>
<td>115</td>
<td>34</td>
<td>2</td>
<td>32</td>
<td>4</td>
</tr>
<tr>
<td>1986</td>
<td>28</td>
<td>22</td>
<td>118</td>
<td>34</td>
<td>2</td>
<td>31</td>
<td>6</td>
</tr>
<tr>
<td>1987</td>
<td>29</td>
<td>25</td>
<td>120</td>
<td>32</td>
<td>3</td>
<td>35</td>
<td>10</td>
</tr>
<tr>
<td>1988</td>
<td>32</td>
<td>26</td>
<td>120</td>
<td>28</td>
<td>2</td>
<td>33</td>
<td>9</td>
</tr>
<tr>
<td>1989</td>
<td>34</td>
<td>28</td>
<td>117</td>
<td>30</td>
<td>3</td>
<td>29</td>
<td>14</td>
</tr>
<tr>
<td>1990</td>
<td>34</td>
<td>29</td>
<td>114</td>
<td>28</td>
<td>3</td>
<td>31</td>
<td>13</td>
</tr>
<tr>
<td>1991</td>
<td>36</td>
<td>30</td>
<td>110</td>
<td>26</td>
<td>2</td>
<td>32</td>
<td>16</td>
</tr>
</tbody>
</table>
You have just been appointed Minister of Energy. Your desk is covered with submissions from various organizations (Figure 10a). Your file contains a brief analysis of energy production in your country over the last 10 year (Table 10b). At your first public meeting, you are required to produce the following information:

(a) the rate of increase in atomic energy supply between 1985 and 1991 (1 mark)
(b) the rate of increase in total energy supply between 1985 and 1991 (1 mark)
(c) a summary of the recent trends in types of energy production (6 marks)
(d) an outline of the possible impacts of these trends on the future location of industry (4 marks)
(e) your comments on the desirability of opting for a new coal-fired, instead of atomic-powered electric power station next year (8 marks)
Setting the right questions......

- Emphasis has been put on the assessment of thinking skills in the examination papers by setting questions which
  - assess candidates’ ability to apply what they have learnt to solve problems which draw contexts from candidates’ real-life experience;
  - do not encourage candidates to rote-learn;
  - are open-ended and provide room for candidates to express their opinions;
  - require candidates to process information by using data-based questions.
More liberal marking......

- Where possible, a flexible approach has been adopted in marking which awards marks for answers as long as they are logical and relevant to the question, irrespective of whether they are included in the marking scheme.
- Independent and critical thinking is encouraged.
Our vision......

Assessment for Learning
The End.
Thank you!