HKDSE
Independent Enquiry Study

Third Stage

Assessment Requirements and Marking Guidelines

February 2009
Assessment Framework

- Weighting: 50%
- Half for “Process” and half for “Product”)
- Written form: **1,500 to 4,000 words** for both languages
- Non-written form: reading/viewing time of the main body should not exceed **20 minutes** accompanied by a **short written text** (300-1,000 words); **frozen in time of submission**
Task Description

- Draw findings from data analysis
- Communicate and analyze findings from multiple perspectives
- Provide Ideas, views and/or suggestions with supportive arguments
- Develop a framework for illustrating the enquiry process and results
- Provide a personal reflection on the enquiry
Marking Guidelines

High Performance (7 – 9 marks)

- Draw **significant findings** from the analysis of data with appropriate methods
- Communicate and analyze the findings from **multiple perspectives** related to the issue concerned
- Provide **insightful ideas, views and/or suggestions**, which are relevant to the issue concerned with **supportive arguments**
- Develop and deploy a **well-structured framework** for illustrating the enquiry process and results
- Show a high level of competence in **reflection on the enquiry** to achieve implication
Marking Guidelines

Low Performance (1 – 3 marks)

- Draw less significant findings from the analysis of data with less appropriate methods
- Communicate and analyze the findings from limited perspectives related to the issue concerned
- Provide ideas, views and/or suggestions following previous findings of others, and with very limited adaptations, which are loosely related to the issue concerned with limited supportive arguments
- Use a loosely structured framework for illustrating the enquiry process and results
- Show a low level of competence in reflection on the enquiry to achieve implication
What could Standards Mean?

- **A school-based project:** Not a written exam, allow flexibility
- **A direction:** e.g. enquiry but not information gathering
- **A general requirement:** e.g. provide analysis, draw findings from data
- **A consideration:** e.g. students’ general abilities, resources mobilization
- **A balance:** teachers’ expectations and students’ performance
- **A give and take process:** discussion, compromise and consensus
How to use the Marking Guidelines?
An possible approach:

- Understanding and interpreting the marking points
- A breakdown of the marking points (several sub points/requirements)
- Developing of intermediate marking rubrics in level wise structure
- Giving feedback to students through the operationalization of the intermediate scoring rubrics
# Product: Giving Marks

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<th>Performance</th>
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| **High** (7 – 9 Marks) | - Draw significant findings from the analysis of data with appropriate methods.  
- Communicate and analyze the findings from multiple perspectives related to the issue concerned.  
- Provide insightful ideas, views and/or suggestions, which are relevant to the issue concerned with supportive arguments.  
- Develop and deploy a well-structured framework for illustrating the enquiry process and results.  
- Show a high level of competence in reflection on the enquiry to achieve implications. |
| **Middle** (4 – 6 Marks) | - Draw fairly significant findings from the analysis of data with fairly appropriate methods.  
- Communicate and analyze the findings from some perspectives related to the issue concerned.  
- Provide ideas, views and/or suggestions adapted from previous findings of others, which are fairly relevant to the issue concerned with quite supportive arguments.  
- Use a fairly structured framework for illustrating the enquiry process and results.  
- Show a moderate level of competence in reflection on the enquiry to achieve implications. |
| **Low** (1 – 3 Marks) | - Draw less significant findings from the analysis of data with less appropriate methods.  
- Communicate and analyze the findings from limited perspectives related to the issue concerned.  
- Provide ideas, views and/or suggestions following previous findings of others, and with very limited adaptations, which are loosely related to the issue concerned with limited supportive arguments.  
- Use a loosely structured framework for illustrating the enquiry process and results.  
- Show a low level of competence in reflection on the enquiry to achieve implications. |

*Note:* No marks would be given to those who could not meet the minimum requirements stipulated in the marking guidelines.
Findings and Analysis (e.g.)

- Discernment of the findings which are generated from evidence
- **Connection** between findings and the enquired issue
- Argument **linking** between the hypothesis/focusing questions and the data
- Discussion of patterns of changes (if any)
- Discernment of **relevant perspectives** related to the enquiry
- Communication & analysis of the **findings** from the identified perspectives
Views and Suggestions (e.g.)

- Ideas, solution, suggestion and outcome emerge from the evidence of the enquiry
- Linking the ideas, solution, suggestion and outcome to the focusing questions and/or hypothesis
- Discernment of possible future changes (if any)
Others

- Referencing (issue of plagiarism)
- To quote a piece of text from others
- To acknowledge other authors after quoting their materials
- Reference list
- Bibliography (if any)
Framework/Organization of the Product (An example)

- Topic
- Introduction
- Method
- Findings/results
- Analysis
- Conclusion
- Reflection

- Background to the issue
- Literature review
- Focusing questions and/or hypothesis

- Subjects (size and how were selected)
- Materials used to gather data
- Procedure used to gather data

- Analysis of findings
- Suggestions (if any) and ideas
- Implication
- Method for analysis and limitations

- Restate the purpose and scope of the enquiry
- Summing up the arguments and the main findings
- Summarizing the recommendations (if any)

Should be briefly sketched or mentioned in the final product (e.g. report)
Points to be considered when marking the Product

- The general ability and standard of our students
- The archive which illustrates the standards of performance
- Fully utilization of the mark range: 0-9
Within School Standardization

1. Select 2 sets of sample products
2. Trial mark the first set of sample
3. Discuss on students’ performance
4. Generalize the performance of sample products
5. Award marks to products by referring to the marking guidelines
6. Trial mark the second set of sample
7. Start marking
Friendly Reminder: Administrative Arrangement

- Declaration Form to be signed by each student
- Three times of mark submission
- Two marks for each student
- No “product” to be submitted
- Assessment records to be kept by schools, e.g. mark sheets, completed rubric forms
- Products and assignments to be kept by students (e.g. project proposals, class work, data, portfolios, reports, teachers’ feedback) till release of the public exam results
Thank you!