HKDSE Liberal Studies Briefing on Practice Questions
Purpose

• Upload to our Homepage
• [http://www.hkeaa.edu.hk](http://www.hkeaa.edu.hk) → HKDSE → Subject Information → Category A → Liberal Studies
• Reference on the criteria and format of questions
• Practice for students
• Pilot test
• Research on double-marking
Nature and Development of LS Assessment

Curriculum content (課程內容) and learning outcomes (學習成果)

- Skills and approaches (e.g. issue enquiry (議題探究), connecting issues, thinking in multiple perspectives (多角度思維))
- Knowledge (concepts and ideas)
- Position and values (e.g. open-minded (開放態度))
Assessment Objectives of LS Public Exam

- Thinking skills
- Issue-based enquiry (議題探究)
- Common knowledge
- Connection to related issues
- Multiple perspectives
- Underlying issues/ concepts/ values/ dilemmas (兩難) / tension (張力)
- Drawing upon own experiences

Application

Understanding, Application

Understanding, Discussion, Justification (判斷)
Dimension of thinking skills being assessed in the Exam

Paper 1

Cognitive Strategies
（認知策略）
Micro skills

Low Level of difficulty

High

Macro skills

Paper 2

Source: http://www.ncrel.org/sdrs/areas/issues/envrmnt/drugfree/sa3crit.htm
Paper 1
細閱下列資料：

資料1  2009年8月24日刊登的新聞摘要，內容關於環保組織「環保觸覺」針對某快餐連鎖店而進行的抗議行動

「環保觸覺」表示，根據一項調查，估計香港某快餐連鎖集團的210間分店在過去三年共丟棄超過4億件即棄物品，例如杯、紙盒和發泡膠碗等。昨日該組織舉行了一次「派對」，以展示該連鎖集團製造了多少廢物。共有十位嘉賓出席該派對，活動中使用的包裝物品及即棄餐具超過150件。

該連鎖集團發言人說，他們不斷想出一些切實可行的綠色宣傳活動，例如無飲管日，仍然會以方便顧客為目標。
公眾的一般建議

市民A: 快餐連鎖集團應自發提出五年計畫，把即棄物品減少百分之五十。

市民B: 政府應立法徵收即棄杯及餐具稅款，每件收取港幣5角。

市民C: 我們應杯葛有這種不環保的做法的快餐連鎖集團。

(a) 指出及說明資料1所示的一個環境問題。 (3分)

(b) 根據資料1，解釋「環保觸覺」在這事件所擔當的不同角色。 (6分)

(c) 參考上述資料，評估資料2各項建議在回應(a)所示問題的成效和可行性。 (9分)
Issue-driven nature

The use of disposable products

Quality of life

Environmental impact

Policy-making

Public Participation
(a) 指出及說明資料1所示的一個環境問題。

（3分）

Skills:
• analysis of data
• identification of problems
• explanation of problems

Knowledge/ Concepts:
• waste disposal
• disposable items
• land pollution
(b) 根據資料1，解釋「環保觸覺」在這事件所擔當的不同角色。

Knowledge/ concepts:
- Role of environmental concern/ pressure groups
- Public participation
(c) 參考上述資料，評估資料2各項建議在回應(a)所示問題的成效和可行性。（9分）

Knowledge/ concepts:
- waste reduction
- environmental levy
- boycott/ public pressure
- environmental concerns
- efficiency
- feasibility
- law enforcement/ policy making
- freedom of choice/ customers’ right
Consider the following information:

Source 1

GLOBESITY – the origin of the word

This is a blend of global and obesity. A writer at the World Health Organization (WHO) used it for the first time in a report in February 2001 on the increasing risk caused by obesity worldwide, which is classified by many health professionals as a much more serious problem than smoking. Obesity is one of today’s most visible public health problems, paradoxically coexisting with malnutrition, another major health problem. Overweight and obesity has become an escalating global epidemic. The fat epidemic — mainly the result of poor diet— is often thought to be peculiarly a US problem or more generally one of the more developed world, but it is a problem increasingly shared by less developed countries.
Source 2

SOMEBODY HELP!
STOP ME!

DOUBLE TRAGEDY

STARVATION: CHRONIC

in
less
developing
countries

OBESITY: EPIDEMIC

in
more developed
countries

THE FORK: A WEAPON OF MASS OBSTRUCTION

HEART ATTACKS, HYPERTENSION, DIABETES, etc..
(a) With reference to the above information, how do you think globesity can be compared to an epidemic? (3 marks)

(b) Compare the views expressed in Sources 1 and 2. (6 marks)

(c) Referring to Source 2, to what extent do you think that the double-tragedy is caused by globalization? Explain your answer. (10 marks)
Issue-driven nature

Globesity

Quality of life
Impact of Globalization
International relationships
Impact on Public health
Sustainable development
(a) With reference to the above information, how do you think globesity can be compared to an epidemic? (3 marks)

Knowledge/ concepts:
• nature of epidemic/ contagious diseases
(b) Compare the views expressed in Sources 1 and 2. (6 marks)

Knowledge/ concepts:
- epidemic
- chronic diseases
- poor diet
- consequences
- perception
- equality
(c) Referring to Source 2, to what extent do you think that the double-tragedy is caused by globalization? Explain your answer. (10 marks)

Knowledge/concepts:
- cultural globalization
- lifestyle
- quality of life in more/less developed countries
- factors hindering sustainable development

Skills:
- data analysis
- formulation of arguments
- supporting arguments

exploitation of LDCs
Paper 2
經過逾10年商討，中央政府終於批准上海浦東興建迪士尼樂園，這亦是全球第6個迪士尼樂園。據估計這樂園最快於2014年開幕。華特迪士尼公司表示，樂園將注入當地元素以迎合上海市場。

一些內地市民表示，希望上海迪士尼「加入更多中國元素，但最重要是客人注意個人素質。」。一些曾到過美國迪士尼的內地市民，覺得當地氣氛不俗，客人「有禮貌又守規矩」，故玩得十分開心。對於上海興建中國首個迪士尼樂園，他們擔心內地遊客的陋習，使其他遊客未能盡興，這樣迪士尼樂園的成敗就完全是「文化的問題」了。

興建迪士尼樂園，即「資本主義」的代表也可踏足於社會主義的中國大陸國土。但美國的評論認爲，這只是內地開放的一小步，不代表內地完全接納外來文化的意識。

有些國內網民的評論認為，對國外文化的引進不作限制，會威脅中國本土文化的地位。不管全球化如何發展，一個充滿了迪士尼樂園和好萊塢電影的世界，對中國來說並非好事。他們認爲國外娛樂行業，特別是針對年輕一代和一般人民，因此，一旦中國文化被美國文化所擠壓，中國將處於不利地位。
Issue-driven nature

Establishment of a Theme Park on the Mainland

- Chinese & western culture
- Impact of Globalization
- Impact of reform & opening-up
- Sustainable development

Impact of reform & opening-up
(a) 參考資料，你認為迪士尼樂園若要在內地成功發展，為什麼須重視融入中國元素和改善遊客質素？試加以解釋。

Skills:
- explanation of the need for the 2 elements
- justification

Knowledge/ concepts:
- state’s image
- cultural uniqueness
- Chinese cultural elements
- globalization
- cultural differences
(b) 「引進國外文化會威脅中國本土文化的地位。」你在什麼程度上同意此一說法？參考以上資料及你個人的知識，解釋你的答案。

Knowledge/ concepts:  • foreign/ local culture  • cultural uniqueness  • global interactions  • integration  • challenge to culture  • cultural preservation  • dilemma of development  • free flow of information  • commercialization

Skills:  • formulation of arguments  • justification
Design of Marking Guidelines
Importance of Marking Guidelines

- Clarifying expectations
- Estimating students’ performance
- Demonstrating standards for marking
Features of LS Exam Marking Guidelines

- Indicate the initial criteria
- Allow for less predictable responses
- Indicate aspects (e.g. skills, concepts) specifically related to the question

Design of Marking Guidelines (1)

- Question specific and level-wise (progressive 漸進)
- A typical candidate can do (mainly positive descriptions 正面描述)
- Mark allocation
Design of Marking Guidelines (2)

Content standard (內容標準) - statements describe what students should know or be able to do within the content of curriculum (knowledge, concepts)

- Process standard (過程標準) - statements describe generic skills, possible approaches and perspectives, etc. that students use to tackle the question

Effective Communication (有效傳意)