HKDSE Liberal Studies

Briefing on IES administrative arrangements, IES “Task” samples and marking

Sept 2010
How to get the handbook

http://www.hkeaa.edu.hk/tc/sba/sba_hkds
se_core/subject.html?29&2
Q and A

http://www.hkeaa.edu.hk/tc/sba/sba_hkds/se/FAQ_index.html
IES Coordinator system

(District Coordinators) \{ Appointed by HKEAA \}

(School Coordinators) \{ Nominated by school principal \}
Roles of District Coordinator (IES)

- Liaise with school coordinators (SCs)
- Conduct standardization meetings with SCs
- Review Process assessment with SCs
- Report problems/ difficulties/ irregularities encountered to the Supervisor
- Provide feedback to schools and reports (school checking forms) to the HKEAA
Roles of School Coordinator (IES)

- Liaise with DCs
- Establish Assessment Plans
- Attend district group meetings
- Attend and conduct standardization meetings (in the district and in school)
- Coordinate mark/ sample/ report submissions
- Coordinate and prepare for the Process assessment review by DCs
IES Assessment Framework
Independent Enquiry Study

- SBA – Independent Enquiry Study (20%)
  - An independent and self-directed enquiry project
  - Stage-wise design
    - I. Project proposal (title formulation)
    - II. Data collection (enquiry method and data organization)
    - III. Product (data analysis, discussion and reflection)
  - Written and non-written Forms (“Product”)
What is IES?

Enquiry Topic

Respond to

Data collection

Data and Findings Analysis
General Requirements

- Scope of the topic (manageable, researchable, resources available)
- Enquiry rather than descriptive (social dimension rather than personalized experience)
- Background information search (knowledge and concepts)
- Application of appropriate data collection method(s), e.g. structured interviews, systematic field observation, appropriate questionnaire
- Relationship between the data and the findings
- Quality of the discussion/analysis
- Reflection
**Independent Enquiry Study**

- **Assessment framework**

<table>
<thead>
<tr>
<th>Stage</th>
<th>Assessment Items (weighting)</th>
<th>Total Weighting</th>
</tr>
</thead>
<tbody>
<tr>
<td>I</td>
<td>Process (50%) Task (50%)</td>
<td></td>
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<tr>
<td></td>
<td>Independent thinking</td>
<td>25%</td>
</tr>
<tr>
<td>II</td>
<td>Communication</td>
<td>25%</td>
</tr>
<tr>
<td></td>
<td>Project Proposal</td>
<td></td>
</tr>
<tr>
<td>III</td>
<td>Effort</td>
<td>50%</td>
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<tr>
<td></td>
<td>Product</td>
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Presentation Forms (1)

- Written form
- Non-written form
Presentation Forms (2)

- Written form (1,500 – 4,000 words)

- Non-written form accompanied by a short written text (300 – 1,000 words) explaining the main idea of the project and showing the student’s reflection
Non-written Form (1)

Non-written form:
- PowerPoint, Web-page and Movie, etc.

- The main body itself is self-explanatory and assessors should act as passive observer.

- The reading sequence of the main body should be clear and well stated.
Non-written Form (2)

- The reading/presentation time of the main body should not be longer than 20 minutes

- The main body should be frozen in time for retrieving

- Candidates should ensure the feasibility of viewing the main body by the assessor
Basic Principles

Both of these two forms:

- Work of the **first two stages** is no different: project proposal and data collection
- A mode of presentation
- **One set** of generic marking guidelines
- Focus at the same set of assessment criteria
Stage 1
Project Proposal – Task Description

- **Focusing questions**, aspects and/or hypothesis raised pertaining to the issue of enquiry
- **Multiple perspectives** identified when exploring the issue concerned
- Relevant **materials and background information** identified
- **Concepts** and knowledge studied
- **Plan and method(s)** proposed for the enquiry, with foreseeable limitations
Stage 2
Data Collection – Task Description

- **Tools** designed/deployed for collecting data
- Implementation of the **plan** for data collection
- **Data quality** in terms of usefulness for the enquiry
- **Record** of data collection process
- **Editing and organisation** of data
Stage 3
Product – Task Description

- Method(s) used and **analysis** of data
- Communication and analysis of the **findings** from multiple perspectives
- **Ideas, views and/or suggestions** with supportive arguments
- **Framework** of the product for illustrating the enquiry process and results
- **Personal reflection** on the enquiry
Process Descriptions
A holistic approach in “marking process”

- Communication
- Independent Thinking
- Effort
Process Description – Independent Thinking

- Able to include **information** which is relevant to the issue concerned and consider its accuracy
- Ability to **relate concepts** and knowledge to the issue concerned
- Ability to make **reasoned argument**
- Ability to provide **ideas and viewpoints**
- Ability to identify and/or compare **multiple perspectives** of the issue concerned
- Ability to self **reflect** their own learning progress
Process Description – Communication

- Ability to **exchange ideas** and information with others
- **Clarity, coherence, fluency and organization**
- Effectiveness of means and form adopted for **bring out ideas** and information conveyed
Process Description – Effort

- Time and resources **management**
- Eagerness of **asking questions, seeking support**, references and resources
- Eagerness of **exploring different alternatives** and possibilities
- Proactiveness in **solving problems** and making continuous improvement