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To: Principals of HKDSE Participating Schools

Dear Principal,

## **HONG KONG DIPLOMA OF SECONDARY EDUCATION EXAMINATION First Batch of Recommendations for the New Academic Structure Medium-term Review**

The New Academic Structure (NAS) medium-term review was jointly launched by the Education Bureau (EDB), the Curriculum Development Council (CDC), and the Hong Kong Examinations and Assessment Authority (HKEAA) in October 2013 to address curriculum and assessment issues that may require a longer time and a more holistic process of review and consultation.

The first batch of recommendations on the medium-term review of the New Senior Secondary (NSS) curriculum and assessment have been recently endorsed by the CDC and the HKEAA Public Examinations Board (PEB) for implementation in the Hong Kong Diploma of Secondary Education (HKDSE) Examination. These include changes made to four subjects: Chinese Language, Chinese Literature, Liberal Studies, and Business, Accounting and Financial Studies (BAFS). Details regarding the changes to the public assessment of the four subjects and their year of implementation are provided in **Annex 1**.

Apart from the recommendations for the four subjects, review on other major medium-term issues such as the holistic review of SBA to address issues of cross-subject coordination and workload will continue and the last batch of medium-term recommendations will be made by July 2015.

Schools may refer to the following documents published by the EDB regarding changes to the curriculum and assessment as well as information related to the review on other major medium-term issues:

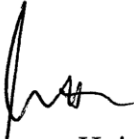
- *New Academic Structure Review (Medium-term): Moving Forward to Excel*  
(<http://www.edb.gov.hk/nas/review/en>)
- Education Bureau Circular Memorandum No. 63/2014  
(<http://applications.edb.gov.hk/circular/upload/EDBCM/EDBCM14063E.pdf>)
- Education Bureau Press release dated 15 April 2014 (<http://www.edb.gov.hk/en/about-edb/press/press-releases/index.html>)

Briefing sessions on the recommendations for fine-tuning the senior secondary curriculum and assessment of Chinese Language, Chinese Literature, Liberal Studies and BAFS will be held from May to July 2014. Details will be announced in due course through EDB's Training Calendar System. Please encourage relevant teachers in your school to attend the briefing sessions.

The Assessment Frameworks of the 24 Category A subjects (except Liberal Studies) for the 2017 HKDSE Examination will remain the same as those of the 2016 HKDSE Examination. The updated assessment framework of Liberal Studies in the 2017 examination is given in **Annex 2**. A complete set of Assessment Frameworks of the Category A subjects in the 2017 HKDSE Examination will be uploaded to the HKEAA website by the end of April 2014 ([http://www.hkeaa.edu.hk/tc/hkdse/assessment/assessment\\_framework/](http://www.hkeaa.edu.hk/tc/hkdse/assessment/assessment_framework/)). The Assessment Frameworks for the 2018 HKDSE Examination will be available by mid 2015.

School principals are requested to bring the attention of all staff and students concerned to the above changes in the Assessment Frameworks of the HKDSE Examination. In case of enquiries, please contact Ms Maria Fung (Tel: 3628 8070).

Yours sincerely,



Margaret Hui (Ms)  
General Manager, School Examinations and Assessment Division

## Changes to Public Assessment for Category A Subjects

Subject	Changes	Year of Examination
Chinese Language 中國語文	<p><b>試卷一</b></p> <ul style="list-style-type: none"> <li>● 試卷一分甲、乙兩部，甲部考核指定文言經典學習材料，佔全卷 30%；乙部為閱讀理解（擷取若干篇章，文白兼備），佔全卷 70%。</li> <li>● 試卷一甲、乙兩部分的文言篇章考核，總佔分不多於全卷 50%。</li> <li>● 考時增至 1 小時 30 分鐘</li> <li>● 評核方向：熟記精華片段；基本掌握文意及篇中文學、文化內涵</li> </ul> <p><b>選篇數量：</b></p> <ul style="list-style-type: none"> <li>● 指定文言經典學習材料的數量為 12 篇</li> </ul> <p><b>選篇：</b></p> <ul style="list-style-type: none"> <li>● 課程提供以下 12 篇指定文言經典學習材料：(1) 宋詞三首 [念奴嬌、青玉案、聲聲慢]，(2) 唐詩三首 [月下獨酌、登樓、山居秋暝]，(3) 出師表，(4) 論仁、論孝、論君子，(5) 六國論，(6) 廉頗藺相如列傳，(7) 魚我所欲也，(8) 師說，(9) 始得西山宴遊記，(10) 岳陽樓記，(11) 勸學(節錄)，(12) 逍遙遊(節錄)</li> </ul>	2018
Chinese Literature 中國文學	<p><b>修訂指定作品：</b></p> <ul style="list-style-type: none"> <li>● 更換內容較深或節選篇幅較長的指定作品：(1) 節選孟子《齊桓晉文之事章》（由「齊宣王問曰」至「王請度之」）；(2) 以曹禺《日出》（節選第二幕，由「李石清由中門進」至「把黃省三拖下去」）取代姚克《西施》</li> </ul> <p><b>試卷一（文學創作）和試卷二（文學賞析）考時及評核模式不變。</b></p>	2018

Subject	Changes	Year of Examination												
Liberal Studies	<p><b>Independent Enquiry Study</b></p> <ol style="list-style-type: none"> <li>1. With effect from 2014/15 for S4 students, leading to the 2017 HKDSE Examination, a structured enquiry approach will be adopted with clear guidelines for the conduct of IES – Four steps are introduced to facilitate students’ completion of their IES in a more focused manner: <ul style="list-style-type: none"> <li>✧ Problem definition</li> <li>✧ Relevant concepts/ knowledge/ facts/ data</li> <li>✧ In-depth explanation of the issue</li> <li>✧ Judgement and justification</li> </ul> </li> <li>2. The IES assessment framework will be further streamlined as follows: <ol style="list-style-type: none"> <li>a. Number of assessment stages to be reduced from 2 to 1, with the Project Proposal and Product stages merging into one assessment stage</li> <li>b. Number of Tasks to be submitted to be reduced from 2 to 1; only one final report to be submitted for assessment</li> <li>c. Analytic marking guidelines to be used, with a mark to be awarded to each of the following domains: <table border="1" data-bbox="527 961 1187 1325"> <thead> <tr> <th>Assessment Domain</th> <th>Weighting</th> </tr> </thead> <tbody> <tr> <td>Problem Definition and Identification of Concepts / Knowledge</td> <td>6%</td> </tr> <tr> <td>Explanation and Justification</td> <td>10%</td> </tr> <tr> <td>Presentation and Organisation</td> <td>2%</td> </tr> <tr> <td>Initiative</td> <td>2%</td> </tr> <tr> <td><b>Total</b></td> <td><b>20%</b></td> </tr> </tbody> </table> </li> <li>d. Submission of Process mark to be cancelled: students’ performance in the process of conducting the IES is reflected in the Initiative domain</li> <li>e. The mark to be awarded for Presentation and Organisation to be capped at a maximum of 3 marks (out of 9) for: <ul style="list-style-type: none"> <li>✧ written form reports exceeding 4500 words</li> <li>✧ non-written form reports exceeding 22 minutes of viewing time or the short written text accompanying the non-written form reports exceeding 1100 words</li> </ul> </li> </ol> </li> </ol> <li>3. The marks for the first 3 domains will be subject to moderation, while the marks for the Initiative domain will not be moderated</li> <li>4. Similar to the existing requirements, there will be no restrictions on the types of data to be used for enquiry and the forms of presentation (written and non-written) of the final report</li>	Assessment Domain	Weighting	Problem Definition and Identification of Concepts / Knowledge	6%	Explanation and Justification	10%	Presentation and Organisation	2%	Initiative	2%	<b>Total</b>	<b>20%</b>	2017
Assessment Domain	Weighting													
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Presentation and Organisation	2%													
Initiative	2%													
<b>Total</b>	<b>20%</b>													

Subject	Changes	Year of Examination
Business, Accounting and Financial Studies	Separate grading and reporting of the subject results for candidates taking different elective modules to be adopted with effect from the 2015 HKDSE Examination (for S6 students in 2014/15), with no change in the curriculum coverage, mode of assessment or question-setting of the papers	2015
	<p><b>Other developments:</b></p> <ul style="list-style-type: none"> <li>✧ Closely monitoring and reviewing the existing curriculum and assessment framework of the trimmed BAFS curriculum (first examination to be conducted in 2016) and the implementation of separate grading and reporting of the subject results</li> <li>✧ In parallel, CDI &amp; HKEAA to start the ground work for developing the separate subject(s)</li> <li>✧ The ultimate way forward will be subject to thorough discussion and consultation by the end of 2016, while holding steadfast to the ultimate goals of the senior secondary curriculum under the New Academic Structure</li> </ul>	

**Note:**

The SBA Teachers' Handbook for Liberal Studies in the 2017 HKDSE Examination will be uploaded to the HKEAA website ([http://www.hkeaa.edu.hk/en/sba/sba\\_hkdse/](http://www.hkeaa.edu.hk/en/sba/sba_hkdse/)) by August 2014.

**2017 Hong Kong Diploma of Secondary Education Examination**  
**Liberal Studies Assessment Framework**

**INTRODUCTION**

The assessment of this subject is based on the Curriculum and Assessment Guide (Secondary 4-6) for Liberal Studies (LS) jointly prepared by the Curriculum Development Council and the Hong Kong Examinations and Assessment Authority. Candidates have to refer to the Guide for the knowledge, understanding and skills that they are required to demonstrate in the assessment.

**ASSESSMENT OBJECTIVES**

The objectives of this assessment are to evaluate candidates' abilities:

- to demonstrate a sound understanding of the key ideas, concepts and terminologies of the subject;
- to make conceptual observations from information resulting from enquiry into issues;
- to apply relevant knowledge and concepts to contemporary issues;
- to identify and analyse the interconnectedness and interdependence amongst personal, local, national, global and environmental contexts;
- to recognise the influence of personal and social values in analysing contemporary issues of human concern;
- to draw critically upon their own experience and their encounters within the community, and with the environment and technology;
- to discern views, attitudes and values stated or implied in any given factual information;
- to analyse issues (including their moral and social implications), solve problems, make sound judgments and conclusions and provide suggestions, using multiple perspectives, creativity and appropriate thinking skills;
- to interpret information from different perspectives;
- to consider and comment on different viewpoints in their handling of different issues;
- to self-manage and reflect upon the implementation of successive stages of the enquiry learning process in terms of time, resources and attainment of the objectives of the enquiry;
- to communicate clearly and accurately in a concise, logical, systematic and relevant way;
- to gather, handle and analyse data and draw conclusions in ways that facilitate the attainment of the objectives of the enquiry;
- to demonstrate an understanding and appreciation of different cultures and universal values; and
- to demonstrate empathy in the handling of different issues.

The design of the examination is intended to emphasise the need for an enquiry approach in teaching and studying the subject. The question format is not meant to imply that candidates should aim to identify certain correct answers. On the contrary, the approach used should stress that most contemporary issues are much too complex to allow of simplistic solutions.

In order to understand an issue to the point where judgments can be made about it, it is necessary to have knowledge of a body of relevant facts. However, in this examination the emphasis is not intended to be on accumulating factual knowledge and great care will be taken in the examination papers to avoid questions which call for detailed factual recall. Instead, the emphasis will be on understanding and assessing the extent to which candidates can demonstrate possession of the appropriate thinking skills learnt in the subject.

Candidates will be awarded in the examination if they are able to:

- demonstrate a sound understanding of the key ideas, concepts and terminologies required to give an informed response to the question;
- identify concepts from and/or apply concepts to contemporary issues appropriately, and in the latter case provide examples/evidence to support arguments whenever appropriate;
- demonstrate an understanding of how certain themes/concepts are relevant to or manifested across the domains of self, society, nation, the world and the physical environment;
- provide reasons to justify the values they hold in analysing issues;
- identify the values underlying different views on contemporary issues, and differentiate among facts, opinions and value judgments;
- draw critically upon their relevant experience and encounters within the community, and with the environment and technology;
- identify contradictions and dilemmas, including those with moral and social implications, from information related to controversial issues, and consider such issues from a range of perspectives so as to draw conclusions;
- provide reasonable suggestions and appropriate solutions for problems;
- show openness and tolerance towards views, especially non-mainstream views that are supported by argument;
- respond in a way that reflects a proper understanding of the requirements of the questions in the examination paper;
- communicate clearly and accurately in a concise, logical and systematic manner;
- make effective use of data to describe, explain and deduce; and
- make judgments based on a sound rationale.

## MODE OF ASSESSMENT

The table below outlines the various components of the public assessment of LS in 2017 HKDSE:

<b>Component</b>		<b>Weighting</b>	<b>Duration</b>
Public Examination	Paper 1: Data-response questions	50%	2 hours
	Paper 2: Extended-response questions	30%	1 hour 15 minutes
School-based assessment (SBA)		20%	

## **PUBLIC EXAMINATION**

### **Paper 1**

This paper consists of data-response questions, all of which will have to be answered.

Data-response questions aim to assess abilities such as identification, application and analysis of given data. The data define the scope and reflect the complex or controversial nature of the issue involved; and such questions also reflect the cross-modular and multiple perspective nature of the curriculum.

### **Paper 2**

This paper consists of three extended-response questions. Candidates will be required to answer one question only.

Extended-response questions with data as stimulus information provide a wider context for candidates to demonstrate various higher-order skills, such as drawing critically on relevant experience, creative thinking, and communicating in a systematic manner.

In the examination, the term data is to be interpreted in the broadest possible sense to mean any type of information. Candidates will have to respond to the information, which may be in many different formats, including:

- articles, news items, reports, memos, letters, and advertisements;
- written dialogues;
- tables, charts, graphs, maps; and
- cartoons, pictures, illustrations, etc.

## **SCHOOL-BASED ASSESSMENT**

SBA is compulsory for all school candidates.

The Independent Enquiry Study (IES) is adopted as the mode of SBA in Liberal Studies. The IES is an enquiry study in which candidates are required to demonstrate various skills such as problem-solving, data gathering and analysis, and communication. Each IES project should include a certain amount of subject matter based on candidates' reading, research and personal experiences. Candidates can carry out an enquiry-based project, and the main body of the project can be in written or non-written form. The latter should be accompanied by a short written text explaining the main idea of the project.



The IES provides a valuable opportunity for candidates to carry out a focused enquiry into a contemporary issue of interest with increased independence, and to present their views, ideas, findings, evaluations and personal reflections in a report. Candidates should document their investigations in a learning portfolio which illustrates the process of enquiry, the stages in its development, and their ongoing interpretations, analyses and reflections on the knowledge and understanding gained. Candidates are required to keep good custody of their work for inspection and authentication purpose until the release of the HKDSE results.

In carrying out the IES, candidates are expected to demonstrate they can:

- set goals and make plans, implement the plans and solve problems;
- develop a sense of exploration and discovery, and an ability to think independently;
- demonstrate knowledge and understanding of an issue affecting our society, the nation and/or the world;
- understand how social, national and global changes occur in response to competing demands;
- use analytical skills to investigate a contemporary issue from multiple perspectives;
- act in an informed way to suggest possible solutions and outcomes;
- understand how hypotheses and focusing questions are used to guide the investigation of an issue;
- reflect on and evaluate learning progress;
- present views and ideas; and
- show self-initiative.

To ensure that candidates are able to carry out their IES systematically, a structured enquiry approach is provided for guiding candidates to complete the IES. The approach consists of the following four parts which outline the major components of an IES:

- (I) Problem Definition
- (II) Relevant Concepts and Knowledge/ Facts/ Data
- (III) In-depth Explanation of the Issue
- (IV) Judgement and Justification

In order to facilitate candidates to understand and meet the requirements of IES, a set of guiding questions for each part is provided. The guiding questions indicate the essence of the enquiry in each part of the framework. Candidates are required to respond to the guiding questions in conducting their IES.

A set of analytic marking guidelines, covering four domains, is used to assess the performance in IES. Candidates' performance in the process of conducting the IES is reflected in the domain "Initiative". The following table outlines the weighting of each domain of the marking guidelines:

<b>Assessment Domain</b>	<b>Weighting</b>
Problem Definition and Identification of Concepts/Knowledge	6%
Explanation and Justification	10%
Presentation and Organisation	2%
Initiative	2%
<b>Total</b>	<b>20%</b>

Private candidates need not complete the SBA component. Their subject result will be based entirely on the public examination result.

The detailed requirements, regulations, assessment criteria and guidelines are provided in the SBA Handbook for HKDSE Liberal Studies published by the Hong Kong Examinations and Assessment Authority.

# 2017 年香港中學文憑考試

## 通識教育科評核大綱

### 引言

本科的評核是基於課程發展議會及香港考試及評核局聯合編訂的通識教育科課程及評估指引(中四至中六程度)。考生須參閱上述指引，以了解評核對考生表達的知識、理解和技能的要求。

### 評核目標

評核的目標是評估考生以下能力：

- 對科目的主要意念、概念和詞彙有充分認識；
- 在探究議題時，透過掌握資料作概念性的觀察；
- 在研習當代議題時能應用相關的知識和概念；
- 指出並分析個人、社會、國家、全球和環境等範疇的相互關聯和依賴；
- 認知個人和社會價值觀對分析人類所關注的當代議題的影響；
- 從個人經歷、社會、環境和科技的接觸，提出深入的論證；
- 辨識事實資料中所闡明和隱含的觀點、態度和價值觀；
- 運用多角度、創造力和恰當的思考方法來分析議題(包括其中的道德和社會含意)、解決問題、作出明智的判決和提出結論和建議；
- 從不同角度來詮釋資料；
- 在處理不同議題時，能考慮和評論不同的觀點；
- 在探究學習過程的不同階段中，在時間、資源和實踐探究目標方面能發揮自我管理和反思的能力；
- 能清楚和準確地以簡明、合乎邏輯和具系統的方式來表達；
- 搜集、處理、分析數據和作出結論，以促進達到探究的目標；
- 展示對不同文化及普世性價值的理解、認識和體會；及
- 在處理不同議題時展示能設身處地、了解他人立場的態度。

本考試的設計和教與學所採用的議題探究形式的重要性是一致的。試題的形式並非意味考生應追尋某些正確答案，反而強調大部分的論題都很複雜，不容易找出簡單的解決辦法。

為了能對議題有徹底的理解以便可作出判斷，認識有關的事實是相當重要的。但是，本考試的重點不在於事實性資料的累積，而試卷也會避免發問一些需要背誦詳細事實的題目。相反，考試的重點在測試考生的理解及評估他們是否具備相關的思維能力。

考生若能在考試中表現下列能力將獲得分數：

- 展示對重要意念、概念和辭彙有良好的理解，使能對問題提出具識見的回應；
- 從當代的議題中辨識一些概念和/或應用某些概念來分析當代的議題，並能恰當地引用例子/提出證據來支持其論據；
- 了解某些主題/概念與個別領域，如自身、社會、國家、人類世界及環境等的關係，或該些主題/概念怎樣可以同時展現在不同領域之中；
- 為分析議題時所持的價值觀提出理據；
- 識別當代議題中不同觀點背後的價值觀，並分辨事實、意見和價值判斷；
- 從個人經歷、社會、環境和科技的接觸，提出深入論證；
- 從有關爭議性議題的資料中，識別矛盾和吊詭之處，並帶出所涉及的道德和社會含義，並從不同角度分析議題，以達到結論；
- 能提出合理的建議和適切的解決辦法；
- 持開放和容忍的態度看不同的觀點，特別是非主流而有理據支持的觀點；
- 作出回應以展示對考試題目要求的恰當了解；
- 清楚和準確地以簡明、合乎邏輯和具系統的手法表達；
- 有效地利用數據來作描述、解釋和推論；及
- 基於有力理據而作出判斷。

## 評核模式

本科2017年香港中學文憑考試各部分的有關資料，概述如下：

部分		比重	時間
公開考試	卷一：資料回應題	50%	2 小時
	卷二：延伸回應題	30%	1 小時 15 分鐘
校本評核		20%	

## 公開考試

### 卷一

卷一設資料回應題，所有題目須全答。

資料回應題旨在評核考生在識別、應用和分析資料等方面的能力。考題中的資料有助釐訂議題範疇和反映議題的複雜或爭議的本質。與此同時，這類考題的設計形式，也反映本科課程的跨單元和多角度的學習本質。

## **卷二**

卷二設三條延伸回應題，考生只須選答一題。

延伸回應題透過可引起討論的材料，提供更廣泛的層面，讓考生展示所學的各种高階能力，例如深入剖析自己的經歷，展現創意思維和以有系統的方法來表達等。

在本課程中，「資料」一詞泛指任何形式的資料。因此，考生須就多種不同形式的資料作答，例如：

- 文章、新聞報道、報告、備忘錄、書函、廣告；
- 對話；
- 圖、表、地圖；及
- 漫畫、圖片、插圖。

## **校本評核**

所有學校考生必須參加校本評核。

獨立專題探究是通識教育科所採納的校本評核模式。考生須在以探究為主的獨立專題探究中展示不同的能力，例如解難、資料搜集、分析和傳意。每一考生應透過閱讀、研究及其個人經驗，在獨立專題探究報告中展示一定份量與本學科相關的題材。為此，考生須進行一份探究為本的研習。研究報告的主體部分可以是文字或非文字形式。非文字形式報告須附上一篇短文，說明該報告的主要意念。

獨立專題探究是具焦點的探究，它為考生提供按自己的興趣，作獨立探究議題的難得機會，考生可在研究報告中表達自己的見解、意念、研究結果、提出評鑑及作個人反思。考生應該建立一個學習歷程檔案，在探究過程中把有關演繹、分析、反思、心得和撰寫報告的各階段的資料記錄於歷程檔案的文件夾內，以展示整個探究過程。考生須妥善保存自己的作品供查閱和核證，直至中學文憑考試成績公布為止。

在進行獨立專題探究時，考生應能展示下列能力：

- 訂立目標、計劃、執行計劃及解難；
- 發展探索精神和獨立思考能力；
- 理解某議題對社會，國家及/或世界帶來的影響；
- 理解社會、國家及全球在面對爭逐的需求時發生甚麼轉變；
- 應用多角度的分析能力來探究議題；
- 以具識見的方式提出可行的解決方法和可能後果；
- 了解如何利用假設與聚焦性問題來協助探究議題；
- 反思及評鑑學習進程；
- 表達見解與意念；及
- 展示自發能力。

為讓考生能有系統地開展獨立專題探究，一個具規範的探究方法能引導考生完成其獨立專題探究。該方法包括下列四個部分，而這四部分也正是整個獨立專題探究的主要組成元素：

- (I) 題目界定
- (II) 相關概念和知識／事實／數據
- (III) 深入解釋議題
- (IV) 判斷及論證

為協助考生明瞭和符合獨立專題探究的要求，每一部分也附有一套導引問題。這些導引問題顯示出這個框架中每一部分的探究精要所在。考生在進行獨立專題探究時須回應這些導引問題。

用作評估考生在獨立專題探究表現的，是一套有四個評量項目的分析性評分指引。考生在獨立專題探究過程中的表現，將反映在評分指引中「自發性」一項上。下表列出評分指引中每個評量項目的比重：

評量項目	比重
題目界定和概念/知識辨識	6%
解釋和論證	10%
表達與組織	2%
自發性	2%
<b>總和</b>	<b>20%</b>

自修生不需參加校本評核。他們本科的成績全部以公開考試成績計算。

有關校本評核的詳細要求、規則、評核準則和指引等，已刊於香港考試及評核局編訂的香港中學文憑通識教育科校本評核手冊之內。