

Public Assessment

HKDSE on Econ Data Response
Questions

June 2017



香港考試及評核局
Hong Kong
Examinations and
Assessment Authority

Pilot scheme for sample question

- 15 schools, of different MOI and bandings, participated in the scheme
- More than 250 students worked on the sample question
- 10 samples from each school were submitted with low, medium and high performance



Observations from pilot scheme (1):

- Students presented very short answers (like answering other questions in the Econ exam)
- Or wrote an essay with little reference to the knowledge and theories in DSE Econ, yielding largely irrelevant answers



Observations from pilot scheme (2):

- Some students did not know what was expected and the length of elaboration required
- Students found difficulty in allocating their efforts in different parts of the question
- Some missed certain sub-parts of the question



Observations from pilot scheme (3):

- Some able students were able to present their answers with topic sentences, paragraphing and precise terms
- Weaker students tended to provide confusing and hard-to-comprehend answers and did not indicate which sub-part they were answering



Observations from pilot scheme (4):

- Some students were able to refer to the sources in answering the question while others showed little awareness of such a need
- Comprehension of the different forms of data might be a hurdle for lower-ability students



Observations from pilot scheme (5):

- Teachers might not be familiar with the original marking scheme which was a hybrid of holistic level-marking and content-point marking, resulting in marking inconsistency



Suggestions after pilot scheme (1):

- Add a phase of “with reference to the above sources and your knowledge, compare ...” to the question so that students would be aware of the importance of making reference to the sources



Suggestions after pilot scheme (2):

- Add a statement (see below) to the question so as to give a clear instruction to students:

For part (c), candidates are required to present their answer in essay form, criteria for marking will include the use of sources and economic theories, relevant content, logical presentation and clarity of expression.



Suggestions after pilot scheme (3):

- Revise the marking scheme to give a clearer picture to the teachers and students on the requirement of the question.

Effective communication: max 2 marks (2 marks out of 12 marks in this question), i.e. max marks for content is 10 marks.



Sample of student work

- Student work S1-S6 modified to illustrate the marking standard for the effective communication mark
- The same framework will be used in the future for marking data response questions



Question and Answer (1)

Q: The open-ended nature of the part c) encourages students to elaborate more. Will marks be deducted if their answers contain wrong economic concepts?

A: If the answer is self-contradictory, no marks will be awarded for the whole argument. If the answer contains inaccurate or wrong concepts (yet not affecting the conclusion), the parts containing correct concepts will still gain marks. It is in line with the existing marking practice.



Question and Answer (2)

Q: Will there be marks for diagram separately in part c)? Should students use diagram in answering such “essay-type” questions?

A: Marks will not be separately allocated for diagram(s). Candidates are free to choose appropriate methods in presenting their answers according to the question context. Marks will be awarded for relevant ideas presented clearly and logically.



Question and Answer (3)

Q: Will the “essay” question be always fixed at 12 marks? Is it essentially an open-ended question?

A: This was not specified in the assessment framework but won't deviate too much from that in the actual exam. The question will be more open-ended in nature when compared to questions of other parts. The marking scheme will also reflect the nature of the “open-ended” question.



Question and Answer (4)

Q: Will the EC mark penalise students with poor English/Chinese?

A: Organising ideas and presenting them in a logical manner are essential skills to be assessed. Markers assess the clarity of ideas and comprehensibility of the presentation, not candidates' language ability

Note: Out of 120 marks in paper 2, only 12 marks will be of “essay” type and the EC mark is 2 marks.



Question and Answer (5)

Q: Will double-marking be used in the “essay”-type question like part c)?

A: Although the question is more open-ended in nature, the existing marking arrangement can effectively differentiate the candidates, with the great effort of the AEs and markers made in the consensus building process and checking before and during the marking. The revised marking scheme (with EC mark) would be easier to use and increase the marking reliability.



Question and Answer (6)

Q: Will abler students be “double awarded” while low-ability students be “double penalised” (i.e. losing marks in both content and EC parts)?

A: EC mark depends on the actual performance of candidates. There may be cases with very good analysis but messy presentation so a high content mark does not necessarily imply a high EC mark.



Question and Answer (6)

Q: Will abler students be “double awarded” while low-ability students be “double penalised” (i.e. losing marks in both content and EC parts)?

A: Candidates with good writing skills but fail to use an economic approach in their answers, or answers not elaborate enough for markers to judge their presentation skills would get a low EC mark.

An answer with a very low content mark will be awarded a low EC mark.

