

Briefing Session on DSE History Practice Paper

Date : 21 February 2012 (Tuesday)

Venue : KLN Tong EDB Education Centre



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

Aim of the Briefing Session

- Provide information about the Practice Paper research project
- Illustrate History's assessment practice using the above information



Rundown of the Briefing Session

- Briefing on assessment criteria and general analysis of the Practice Paper
- Question analysis of the Practice Paper
- Q&A



Assessment Objective: Knowledge and Understanding

- basic historical **concepts**, such as cause and effect, change and continuity, and similarities and differences;
- diverse **standpoints** and **perspectives** inherent in different ways of representing and interpreting the past;
- the beliefs, experiences and behaviours of **their own nation as well as of other nations**, and the ways in which they have shaped the development of the contemporary world;
- the **inter-relations** of major events and movements that have occurred in the local community, the nation, Asia and the world in the 20th century; and
- the major historical **developments and trends** that have shaped the contemporary world.



Assessment Objectives: Skills

- distinguishing ***fact from opinion***; detecting biased viewpoints, ambiguous assumptions and unsubstantiated arguments; and building up proper historical perspectives;
- comparing and interpreting historical data; arriving at reasoned conclusions based on available evidence; and recognising the fact that ***history is subject to reassessment*** based on the interpretation of new evidence;
- ascertaining and explaining the extent to which historical documents and archives reflect ***contemporary attitudes, values and passions***;
- presenting ***logical and coherent arguments*** through the proper selection and organisation of historical data;
- searching for, selecting, analysing and synthesising ***information*** through various means, including the Internet, and considering various ways of arriving at conclusions and making appraisals; and
- applying historical knowledge and skills in ***everyday life***.



Public Examination

- Paper One
 - Compulsory Data-based Questions
 - 50% subject marks
- Paper Two
 - Seven Essay-typed Questions, from which candidates should answer any two.
 - 30% subject marks



Question Setting Strategies

- Roughly balanced coverage of Themes A and B.
- Roughly balanced coverage of the first and second halves of the 20th century.
- Paper 1 uses reasonably diverse kinds of sources.
- Sub-questions of increasing difficulty are set for each DBQ in Paper 1.
- The seven essay-type questions in Paper 2 test skills of similar levels of difficulty using different command words, so that a level marking scheme can be derived for each question.
- Considering the lower maximum marks per question compared to that of the HKCE examination, Paper 2 will not set sub-questions.



Whole Question Approach

- *A Manual of Question Words in History*, published in 2007, provides a convenient assessment guide to both History teachers and students. However, it also causes disproportionate attention to the question/command words, to an extent that they become part of the stuff for question spotting.
- The revised online version of 2011 stresses:
 - ‘Candidates should not pay disproportionate attention to any “key word” and “question word”. Rather, they should make sure that they can understand the question as a whole. An assessment task of History does not assess candidates’ ability in tackling one or two question words, but in tackling the whole question.’⁸



Practice Paper Research

- 16 Jan: Scripts of 100 students were collected from 3 schools and 6 experienced markers marked the scripts using the marking scheme uploaded to the HKEAA website on 17 January.
- 17-20 Jan: markers studied all scripts at home
- 21 Jan: standardization meeting
- 22 Jan – 10 Feb: marking period
- 11 Feb: markers' meeting to discuss candidates' performance
- 13-15 Feb: production of annotated exemplars
- 21 Feb: briefing session



Notes on Marking

- Positive marking
- Marking scheme should not be viewed as a set of model answers
- In an argument, facts can only be valid if they are used as ***evidence***. Facts will be considered as irrelevant if they are not related to the theme of the question.
- The marking schemes of essay-type questions adopt the eight-band ones used in HKCE History, so that teachers will find them easy to follow.



Choice of Question (Paper 2)

Question no.	Popularity (%)
1	23.5
2	34.5
3	1.5
4	20.5
5	5
6	1
7	14



Paper 1	lowest	highest	mean	SD
Q1	3	15	8.61	2.387027
Q2	2	10	6.62	1.635726
Q3	0	11	5.81	2.447023
Q4	2	13	7.93	2.604822

Paper 2	lowest	highest	Mean	SD
Q1	3	12	6.80	2.070702
Q2	2	12	7.51	2.420333
Q3	4	9	6.33	2.054805
Q4	1	13	5.70	2.441311
Q5	2	13	6.44	3.762978
Q6	6	10	8.00	2
Q7	1	9	4.07	1.688799 ¹²



	Lowest mark	Highest mark	Mean	SD
Overall	26	66	41.56	8.38
Eng version	26	66	42.42	9.63
Chi version	29	62	40.70	6.81
Paper 1	13	45	28.74	6.08
Paper 2	4	21	12.81	3.74



Observations

- On the whole, candidates have made due preparation for the examination.
- For DBQs, they were able to cite relevant clues from the sources with an aim to explain their answers.
- For essay-type questions, candidates were largely familiar with the relevant topics.



Observations

- Candidates should pay due attention to the question as a whole and task words / question words in specific.
- Answers tend to be stereotyped.
- Understanding of sources – cartoons in particular – tends to be incomplete.
- When tackling data-based questions, candidates should carefully indicate which part of their answers come from sources, and which from their own knowledge.



THANK YOU!

