

2019 HKDSE Liberal Studies Examination
2019年 香港中學文憑 通識教育科考試
Briefing Session
簡報會



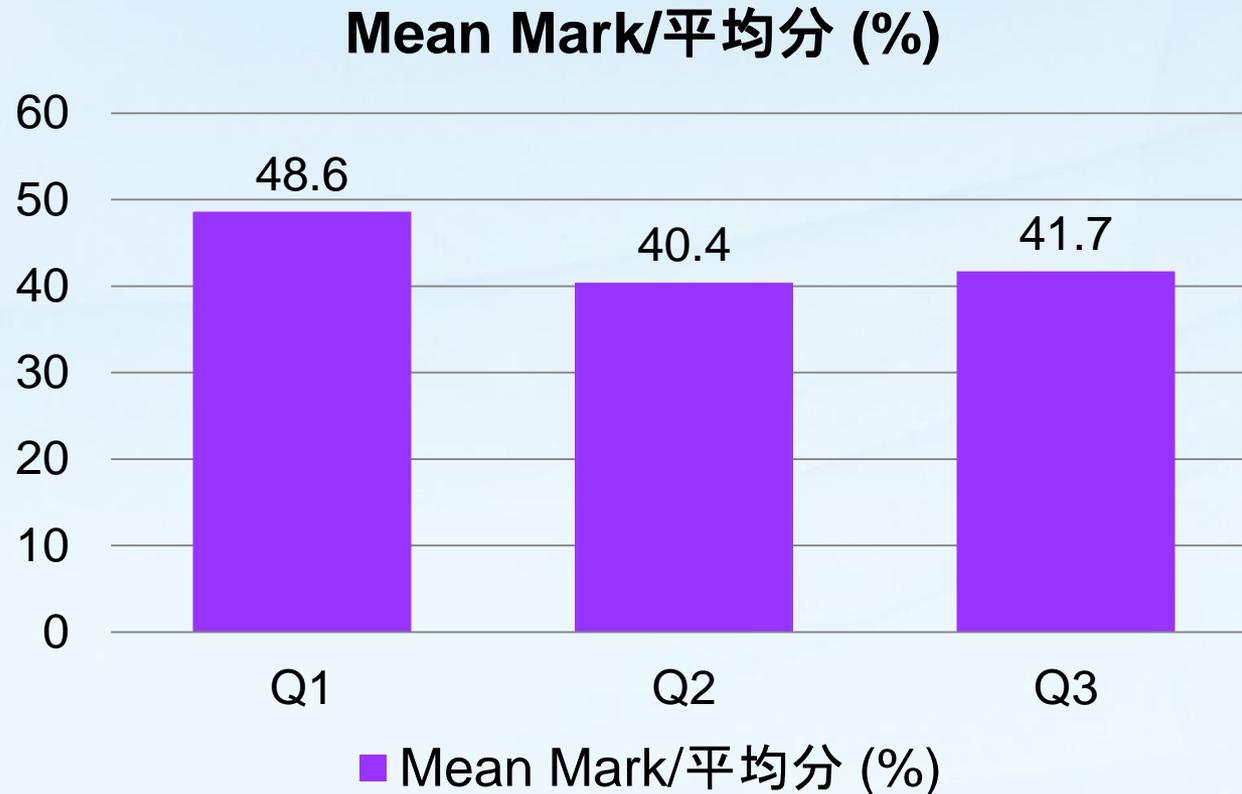
香港考試及評核局
Hong Kong
Examinations and
Assessment Authority

卷一 Paper 1



2019 Mean Mark (%) of Paper 1

2019年卷一平均分(%)



Paper 1 Question 1



P1Q1: Issue, Questions, Curriculum & Concepts

Issue: Governance – the relationship between the executive and legislature



Curriculum

- Quality of life
- Socio-political participation
 - Government and the requests of different interest groups

Concepts e.g.

- Governance
- Participation
- Rights and responsibilities
- Co-operation
- Legitimacy



P1Q1(a) From the 2012 and 2016 Legislative Council geographical constituency election results in Source A, **describe the changes** in the distribution of votes for different political camps. (4 marks)

Source A: Adapted from a news report dated 6 September 2016

Percentage of Votes Gained by Various Camps in Geographical Constituencies of the Hong Kong SAR Legislative Council Elections (2012 and 2016)

Year	Pro-establishment	Traditional Pan Democrats	Radical Pan-democrats	Locoalists	Middle Ground
2012	43% 	41% 	15% 	0% 	1% 
2016	40%	29%	7%	19% 	5%



P1Q1(a) From the 2012 and 2016 Legislative Council geographical constituency election results in Source A, describe the changes in the distribution of votes for different political camps. (4 marks)

Source B: Adapted from a news report dated 6 September 2016

Percentage of Votes Gained by Various Camps in Geographical Constituencies of the Hong Kong SAR Legislative Council Elections (2012 and 2016)

Year	Pro-establishment	Traditional Pan Democrats	Radical Pan-democrats	Locoalists	Middle Ground
2012	43%	41%	15%	0%	1%
2016	40%	29%	7%	19%	5%

15%

3%



P1Q1(a) Marking Guidelines (Highlighted)

Marking Guidelines	Marks
<ul style="list-style-type: none">Clearly describe the changes in different campsClassify the data appropriately (e.g. traditional, emerging...)	4
<ul style="list-style-type: none">Able to indicate the changes in different campsProperly classify the dataDescription not detailed or with data missing	3
<ul style="list-style-type: none">Able to describe the rise and fall of the data, but not specificFail to clearly describe changes in different camps	2
<ul style="list-style-type: none">Mention the changes of some individual figures only	1



P1Q1(b) Using Source B, describe *two* major features of the Legislative Council composition. (5 marks)

Source B: Adapted from a news report dated 13 March 2018 and information from the Legislative Council

Distribution of Seats in the Hong Kong SAR Legislative Council (2016-2020) after the By-election of November 2018

	Larger proportion		Smaller proportion		Distribution of seats		
	Seats taken by individuals with political affiliation*		Seats taken by individuals without political affiliation		Majority Pro-establishment camp	Minority Pan-democratic/Non-establishment camp	
Total No	56	>	13		43	>	26
Geographical Constituencies	81% 30	>	19% 4		62% 18	>	38% 16
Functional Constituencies	26	>	9		25	>	10



P1Q1(b) Using Source B, describe *two* major features of the Legislative Council composition. (5 marks)

Source B: Adapted from a news report dated 13 March 2018 and information from the Legislative Council

Distribution of Seats in the Hong Kong SAR Legislative Council (2016-2020) after the By-election of November 2018

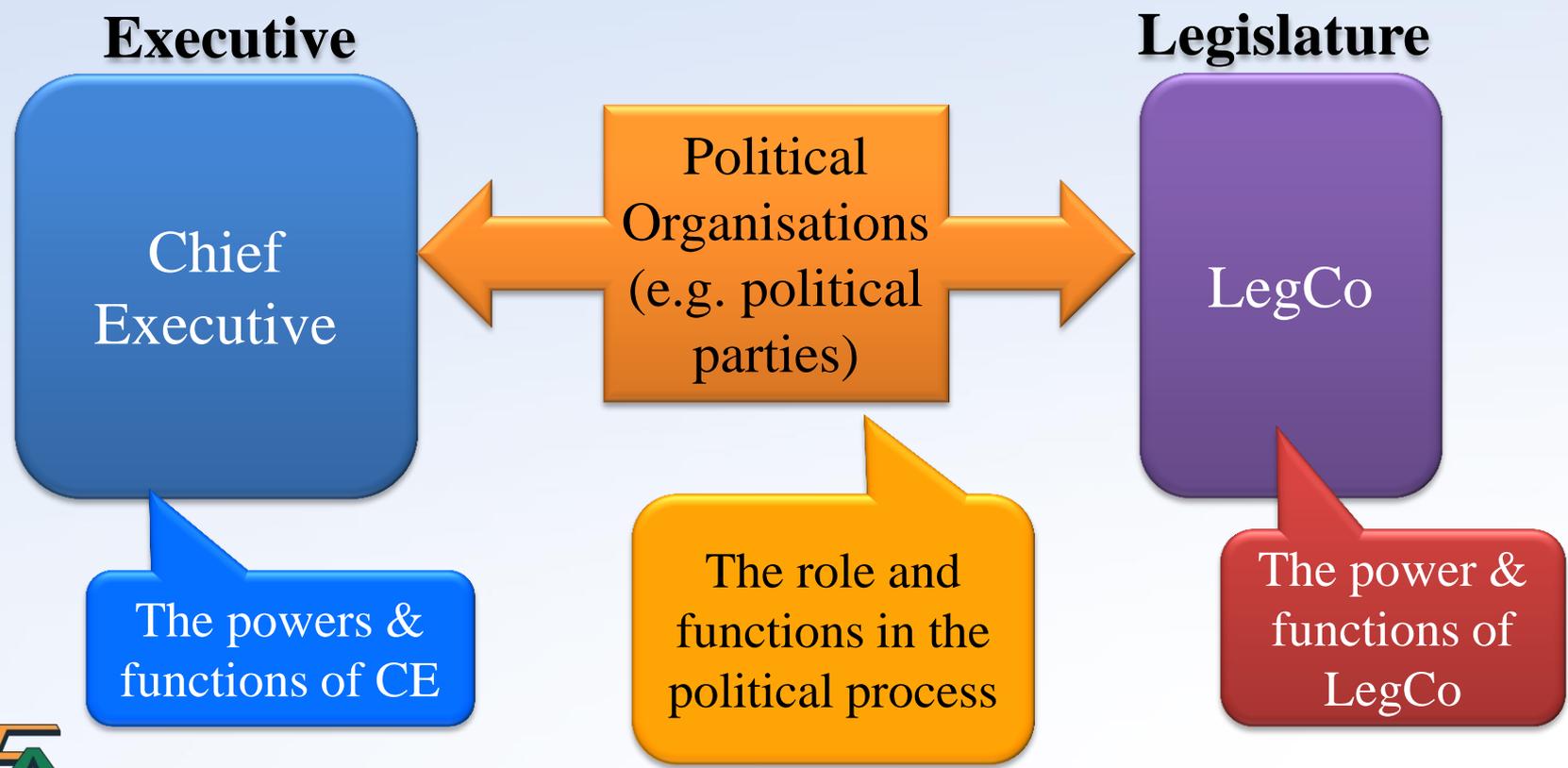
	Larger proportion Seats taken by individuals with political affiliation*	Smaller proportion Seats taken by individuals without political affiliation	Distribution of seats	
			Majority Pro-establishment camp	Minority Pan-democratic/ Non-establishment camp
Total No	56	13	43	26
Geographical Constituencies	88% 30 >	4	53% 18 >	16
Functional Constituencies	74% 26 >	9	71% 25 >	10

P1Q1(b) Marking Guidelines (Highlighted)

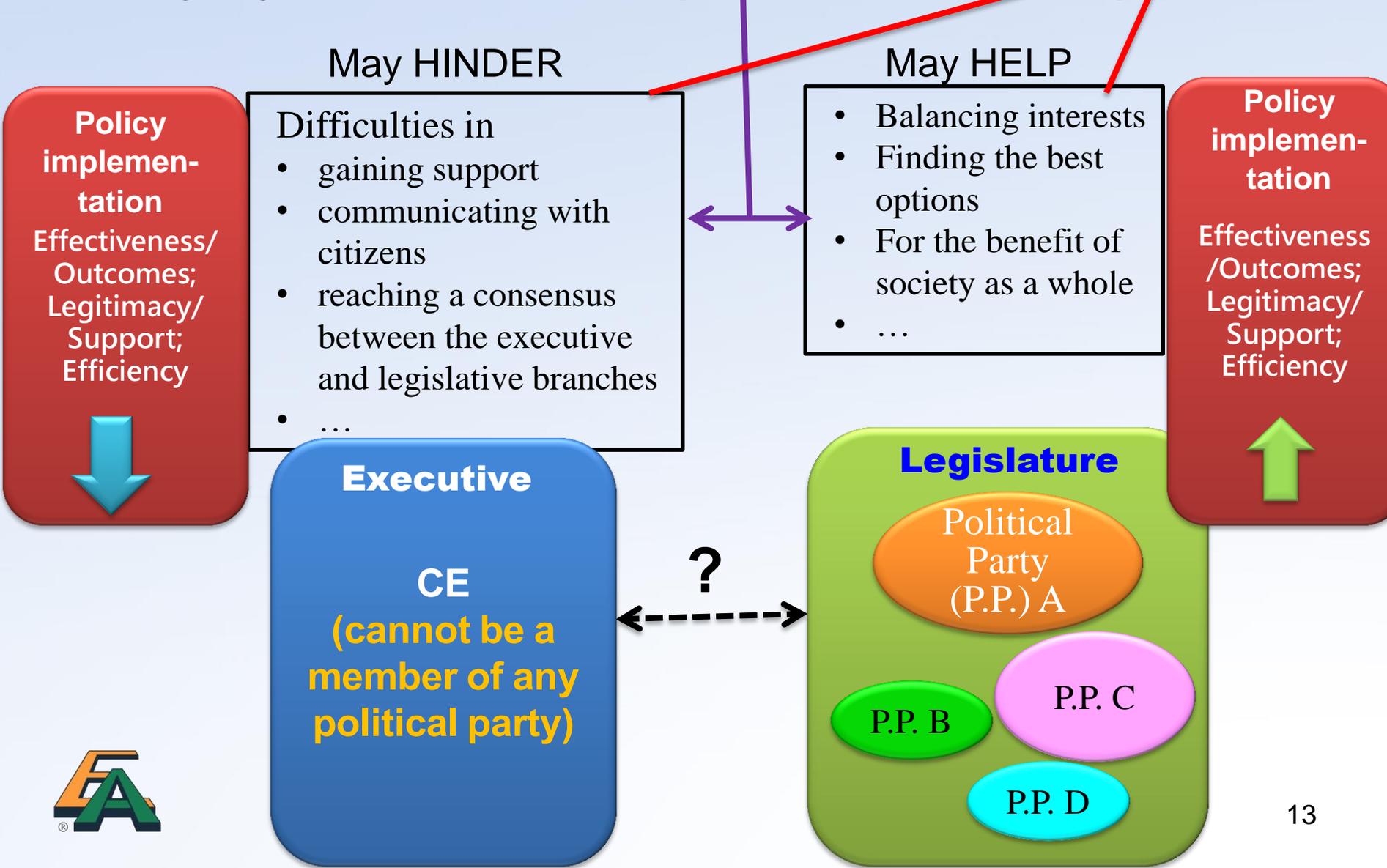
Marking Guidelines	Marks
<ul style="list-style-type: none">• Able to clearly describe two major features• Functional constituencies and geographical constituency included in the description of the two major features	5
<ul style="list-style-type: none">• Basically able to describe the two features of the composition of the legislature• But only use the data to illustrate the differences in the composition of the legislature or the distribution of seats• Failure to use the data of functional constituencies and geographical constituency seats to illustrate the two main features mentioned	3
<ul style="list-style-type: none">• Only one major feature described but not detailed enough• Use data briefly	2
<ul style="list-style-type: none">• Only one major feature described but with very limited data used	1

P1Q1(c) Under the Chief Executive Election Ordinance, the chief executive of the Hong Kong SAR *cannot* be a member of any political party. **Elaborate on *one* argument** that this requirement **might *help* and *one* argument that it might *hinder*** the chief executive in his/her role in the **governance** of Hong Kong, with reference to the sources provided and your own knowledge. (8 marks)

- Effectiveness/Outcomes
- Legitimacy/Support
- Efficiency



P1Q1(c) Under the Chief Executive Election Ordinance, the chief executive of the Hong Kong SAR **cannot** be a member of any political party. Elaborate on one argument that this requirement might help and one argument that it might hinder the chief executive in his/her role in the **governance** of Hong Kong, with **reference to the sources provided and your own knowledge**. (8 marks)



P1Q1(c) Marking Guidelines (Highlighted)

Marking Guidelines	Marks
<ul style="list-style-type: none">• Two arguments clearly stated• Full and very appropriate use of the three data sets• Supplementary with appropriate social examples• Very effective use of the concept of ‘governance’	7-8
<ul style="list-style-type: none">• Clearly two arguments stated• Only one source referred to, but the data used very appropriately• Very effective use of the concept of ‘governance duties’	5-6
<ul style="list-style-type: none">• Clearly state two arguments• Mainly copy the data from one source, but the data used properly• Do not provide any social examples according to candidate’s own knowledge• Basic application of the concept of ‘governance’	3-4



Paper 1 Question 2



P1Q2: Issue, Questions, Curriculum & Concepts

Issue: Plastic Waste

Curriculum

- Science, technology and the environment
- Quality of life
- Impact of globalization
- Public health

Concepts e.g.

- Waste treatment
- Environmental impacts
- Global economy
- Interdependence
- international collaboration
- Responsibility
- Moral consideration



Paper 1 Question 2 (a)

(a) From Source A, **identify and elaborate on one concern** that an environmentalist may have on the disposal of plastic packaging waste. (4 marks)

Source A: Adapted from a report in 2016

Global Flow of Plastic Packaging Waste *2013

Recycled into
lower-value
products 8%

Lost in
process 4%

For recycling 14%

Effectively
recycled 2%

**78 MILLION
TONNES
(Annual Production)**

14%

40%

32%

Incinerated

Landfilled

Entered the environment (especially
the oceans) because of
non-collection or poorly managed
collection and disposal systems

Use the data

Impact
Severity
irreversibility

**Analyse the
Data-** identify the
problem

- Conceptualise
- Explain

**Environmental
Concern** (e.g. what
they worry about, what
they consider important)

* Notes: • Plastic packaging materials is the largest category of plastic products.
• This diagram is not drawn in exact proportion.

P1 Q2(a) Marking Guidelines (Abstract)

Suggested Marking Guidelines

Marks

- from Source A, **identifies and clearly elaborates on one concern** that an environmentalist may have on the disposal of plastic packaging waste (e.g. destruction of habitats, ecological imbalance, impact on the marine ecology, the ineffectiveness of recycling/ waste treatment methods, the severity of air/water pollution, the irreversibility of environmental destruction), e.g.
 - - ;
 - - , etc.
- makes appropriate and **full use of Source A** to explain the concern

4



P1 Q2(a) Marking Guidelines (Abstract)

Suggested Marking Guidelines

Marks

- identifies one concern with reference to Source A, but does not elaborate on it with sufficient clarity; applies relevant knowledge and skills, but the explanation might lack detail in parts
- makes use of some points of relevance in Source A, but not comprehensively
- attempts to describe some of the figures/ the diagram, but some of the description may not be correct/ a concern of an environmentalist; makes no attempt to elaborate with reference to the source
- uses the source in a limited manner or sometimes inappropriately, e.g. there are discrepancies between the concern and the source

2-3

1



Paper 1 Question 2

prominent

(b) Describe two major features of the flow of plastic waste shown in Source B. (5 marks)

Source B

Table 1: The Ranking of the Top Five Countries/ Regions that Cumulatively Imported the Highest Amount of Plastic Waste (1988-2016) (percentage of the weight of global imports of plastic waste)

Rank	Country/ Region	Income Level	%
1	China	Middle	45.1
2	Hong Kong	High	27.3
3	United States	High	3.6
4	Netherlands	High	2.7
5	Germany	High	2.3

Table 2: The Ranking of the Top Five Countries/ Regions that Exported the Highest Amount of Plastic Waste to China in 2016 (percentage of the weight of total plastic waste imports to China)

Rank	Country/ Region	Income Level	%
1	Hong Kong	High	24.9
2	Japan	High	11.8
3	United States	High	9.7
4	Thailand	Middle	6.1
5	Germany	High	5.5

Analyse
Categorise
compare

Flow



P1 Q2(b) Marking Guidelines (Abstract)

Suggested Marking Guidelines	Marks
<ul style="list-style-type: none">● clearly describes two major features of the flow of plastic waste shown in Source B, e.g.<ul style="list-style-type: none">■ - , etc.● makes appropriate and full use of the source	4-5
<ul style="list-style-type: none">● attempts to describe two major features of the flow of plastic waste shown in Source B, but does not describe them clearly; or identifies and describes clearly only one feature● makes use of some points of relevance in the source, but not comprehensively	2-3
<ul style="list-style-type: none">● attempts to briefly describe some of the figures, but some of the description may not be correct● makes use of the source in a limited manner or sometimes inappropriately	1

Paper 1 Question 2 (c)

(c) ‘Bans on the import of plastic waste imposed by Asian countries will bring about positive environmental impacts at a global level.’ Using the sources provided, elaborate on **one argument supporting** this claim and **one argument opposing** this claim.

(8 marks)



Data
(present
situations)

Analyse
Infer
Justify

Asia

Data
(present
situations)

Analyse
Infer
Justify

- **Changes** in e.g. behaviours, attitudes, government measures?
- e.g. ↑ Recycling, alternatives to plastics (Source C)

- **Changes** in e.g. behaviours, attitudes, government measures?
- e.g. export to other less developed countries (Source B), ↓ recycling (Source C)

GLOBAL

Env. Impacts

e.g. ↓ Waste leakage, air pollution from incineration (Source A)

Env. Impacts

e.g. pollution from recycling plants, production of new plastics (Sources A & C)



P1 Q2(c) Marking Guidelines (Abstract)

Suggested Marking Guidelines

Marks

- **explains and justifies clearly and logically** one argument supporting the claim, and one argument opposing the claim; draws appropriately upon the relevant evidence from the sources to justify the argument;
- shows an in-depth understanding and an appropriate application of the relevant knowledge and concepts (e.g. **global economy, interdependence, international collaboration, responsibility, moral considerations**) in view of the situation in the world; may draw upon some of the points below or any other appropriate alternatives
- , e.g.
 - ;
 - , etc.
- makes **appropriate and full use of the sources** to provide a clear explanation of the arguments
- provides **well-structured and in-depth arguments**

6-8

P1 Q2(c) Marking Guidelines (Abstract)

Suggested Marking Guidelines

Marks

3-5

- explains one argument supporting the claim and one argument opposing the claim by drawing on much of the relevant evidence from the sources, but may not make sufficient reference to them and may provide a slightly limited justification of the arguments; or clearly and fully explains one argument only (either supporting or opposing) with reference to the sources; or one of the arguments put forward may be irrelevant
- makes use of some points of relevance in the sources, but not comprehensively
- provides well-structured arguments, though these might lack clarity/ detail in parts



P1 Q2(c) Marking Guidelines (Abstract)

Suggested Marking Guidelines

Marks

- attempts to explain one argument (either supporting or opposing), but the explanation is incomplete, or points out one or two arguments but makes minimal attempt to explain it/them with reference to the sources
- uses the sources in a limited manner or sometimes inappropriately, e.g. the answer shows discrepancies between the arguments and the sources
- gives a superficial answer with little organisation/ without focus; expresses his/her ideas vaguely

1-2



Paper 1 Question 3



P1Q3: Issue, Questions, Curriculum & Concepts

Issue: Attracting students to study in China and Confucius Institutes



Curriculum

- China's reform and opening-up
- Chinese culture and modern life
- Impact of globalization and related responses

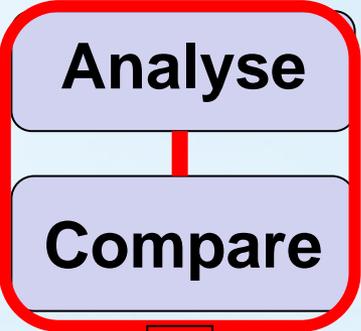


Concepts e.g.

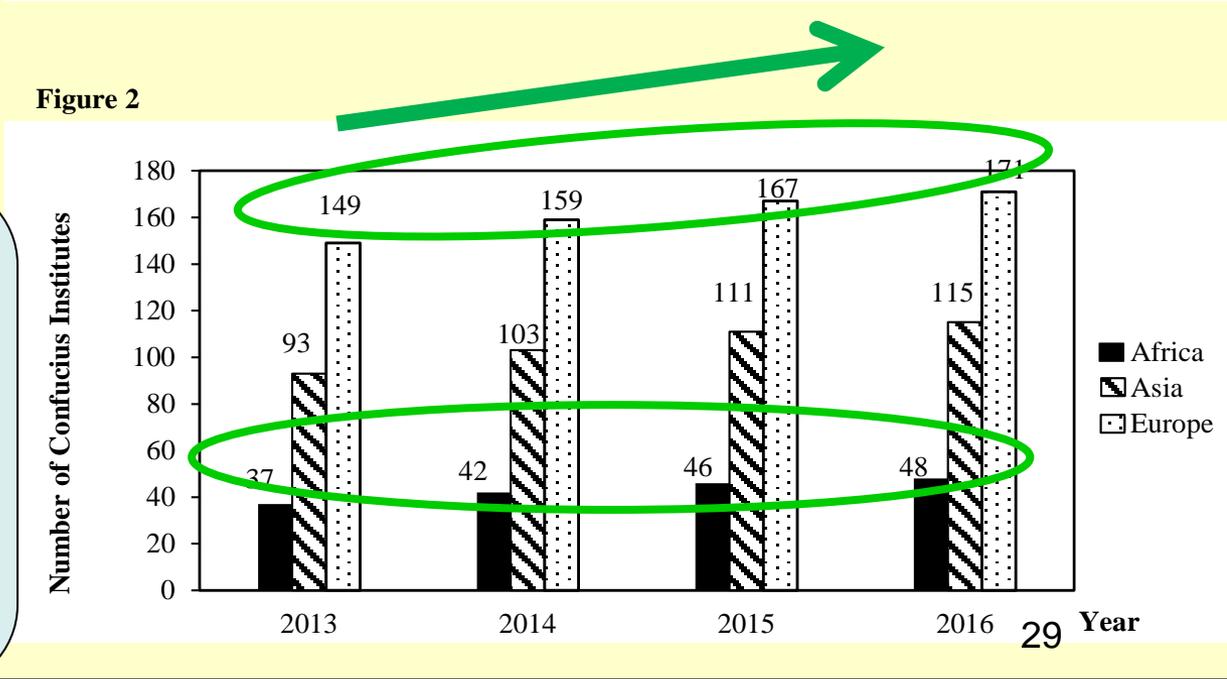
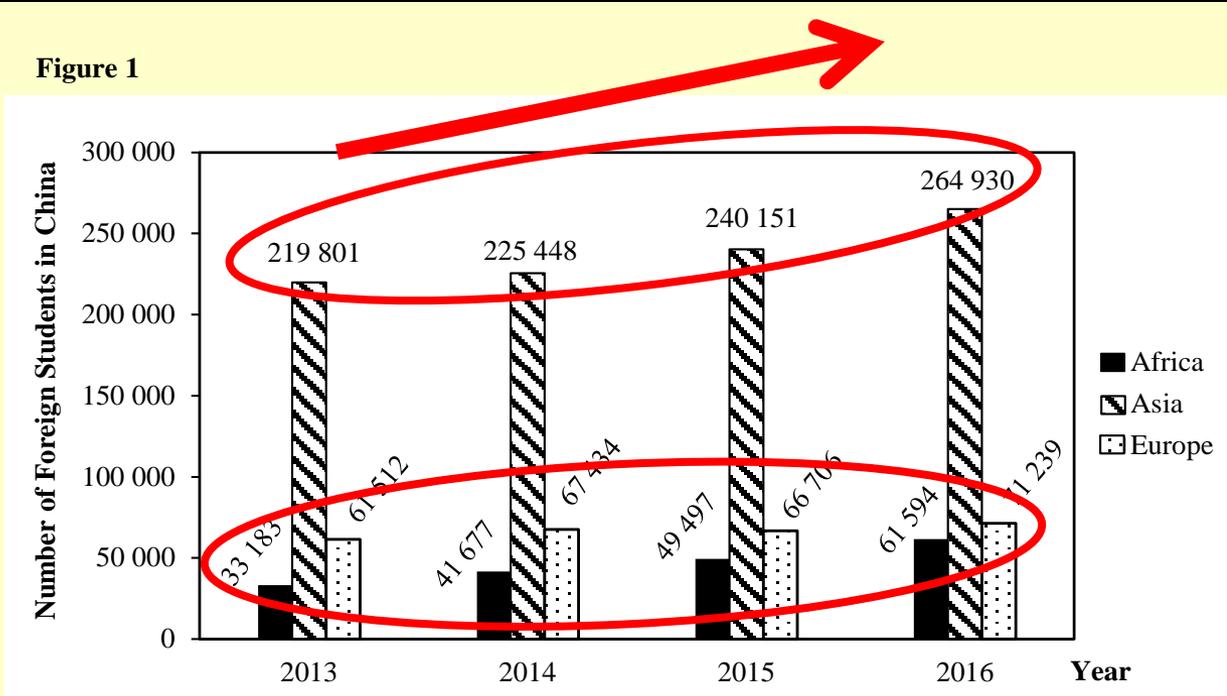
- National strength
- Bilateral & multi-lateral relationships
- International image
- Participation in international affairs
- Cultural globalization
- Cultural exchange



(a) Compare Figures 1 and 2 in Source A and describe two major features of the data. (5 marks)



Using the figures to describe (e.g. the trends, the similarities & differences among the regions)



Paper 1 Question 3

(b) 'Attracting foreign students to study in China is more effective than establishing Confucius Institutes in enhancing China's global influence.' Do you agree with this statement? Explain your answer with reference to the sources provided and your own knowledge. (8 marks)





Global influence

- Dissemination of Chinese culture
- Better knowledge about China
- Enhancement in international image
- Technological development
- Talent nurturing
- Economic success

Analyse



- Assess the effects
- Justify

Sources

- The no. of students/ Confucius Institutes
- Objectives
- Courses provided
- Different views

- Speed
- Spatial scope
- Aspects of influence
- International acceptance/ responses
- Long/ short-lasting
- Positive/ negative

Attracting foreign students to study in China



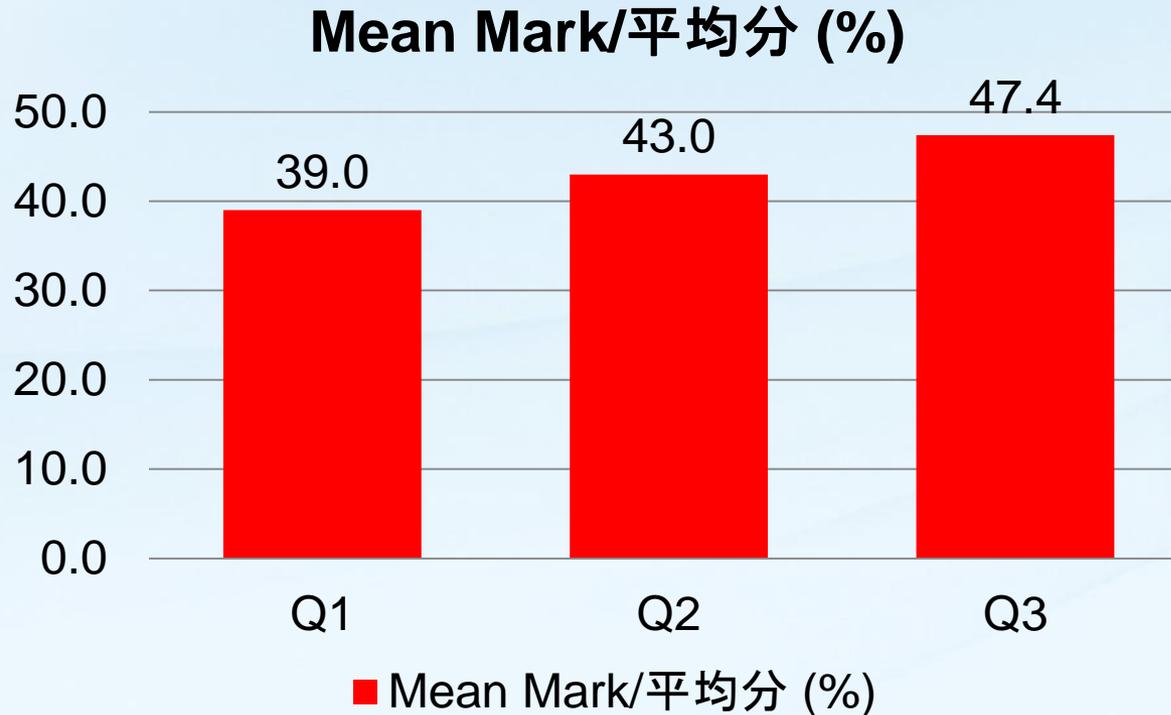
Confucius Institutes

卷二 Paper 2



2019 Mean Mark(%) and Popularity of Paper 2

2019年卷二平均分(%)和選答百份比



	Q1	Q2	Q3
選答百 分比 (Popularity (%))	14.8	25.3	59.9



Paper 2 Question 1



P2Q1: Issue, Questions, Curriculum & Concepts

Issue: Rare Diseases & Medical Research

Curriculum

- Quality of life
- Impact of globalization and related responses
- Understanding of public health
- Science, technology and public health

Concepts e.g.

- Cooperation
- Empathy
- Equity
- Disease diagnosis and prevention
- Drug patenting
- International collaboration
- Human rights and responsibility
- Moral considerations



Paper 2 Question 1

(a) **Explain** how society might help patients with rare diseases and their families **to face the challenges** they encounter.
(8 marks)



Rare Diseases

- A large group of diseases (spatially scattered)
- A small no. of cases of each
- Serious
- Chronic
- Mostly genetic

Challenges **How?**

- Financial burden (e.g. costly drugs)
- Physical, emotional sufferings
- Daily life (e.g. accessibility, home care)

Analyse
Explain

Who?

- Government
- NGOs
- Medical sector
- Local community
- Individuals

What?

- Financial assistance
- New technology (diagnosis, medical treatment, equipment)
- Research



P2 Q1(a) Marking Guidelines (Abstract)

Suggested Marking Guidelines

Marks

- explains clearly and in detail how society might help patients with rare diseases and their families to face the challenges they encounter, with an in-depth and comprehensive analysis in various dimensions, taking account of the current situation in the world.
- shows the appropriate application of relevant knowledge and concepts (e.g. medical technologies, scientific development, health information, health expenditure, disease diagnosis and prevention, cooperation, empathy, equity, quality of life, etc.); may draw upon some of the points below or any other appropriate alternatives, e.g.:
 - ;
 - ;
 - , etc.

6-8

P2 Q1(a) Marking Guidelines (Abstract)

Suggested Marking Guidelines	Marks
<ul style="list-style-type: none">explains how society might help patients with rare diseases and their families to face the challenges they encounter, displaying some relevant knowledge and concepts, but the explanation lacks sufficient detail in parts; tends to focus on certain ways that society may offer help/ certain stakeholder(s) in societyprovides a well-structured elaboration, though it might lack clarity/ detail in parts	3-5
<ul style="list-style-type: none">attempts to describe briefly rare diseases and the need of patients and their families in general, without relating them to how society can provide help; provides an explanation which is incomplete/ may not be completely correct/ relevant; applies a superficial level of knowledge or concepts; provides an answer indicating a lack of understanding of the issue/ the current situation in the worldgives a superficial answer with little organisation/ without focus; expresses his/her ideas vaguely	1-2

Paper 2 Question 1

(b) Which **factor** should be **given priority** in deciding the future direction of medical research? Justify your view.
(12 marks)



Future direction of medical research

e.g. Which disease? Treatment? Diagnosis? Prevention? Causes?

Conceptualise
Explain

FACTOR

What affects
their
decision?

Research
Gap

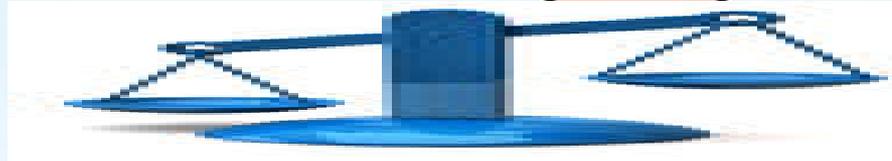
Prevalence of
diseases

Moral/ social/
humanistic
considera-
tions

Academic
freedom

Changes in
the
approaches of
health care

Evaluate
Justify



Which **ONE** is more important?

- Value (e.g. value of life, societal need; well-being of mankind)
- The role of medical researchers
- Urgency/ necessity in the current situations (e.g. climate change, changes in lifestyles)
- Relationship between the factors (e.g. prerequisite? subsumed in another?)



P2 Q1(b) Marking Guidelines (Abstract)

Suggested Marking Guidelines	Marks
<ul style="list-style-type: none">● presents his/her stance clearly and consistently● justifies clearly and logically the factor that should be given priority in deciding the future direction of medical research in view of the current situation in the world (e.g. changes in lifestyle, environment); supports his/her viewpoint by comparing comprehensively and weighing critically the relative importance of various factors for a decision for the future direction of medical research● shows an in-depth understanding and an appropriate application of the relevant knowledge and concepts (e.g. globalization, disease diagnosis and prevention, health expenditure, drug patenting, scientific development, international collaboration, human rights and responsibility, moral considerations, etc.); explains clearly and in detail his/her arguments with relevant and valid examples/ observations of the world; may construct arguments by drawing upon variations in the combination of the points below or any other appropriate alternatives. Possible factors that should be given priority include:	10-12

P2 Q1(b) Marking Guidelines (Abstract)

Suggested Marking Guidelines

Marks

4-6

- presents his/her stance, but possibly with insufficient clarity
- attempts to justify his/her position by basing answer on his/her knowledge, but lacks clarity/ consistency/ a comparison of the relative importance of factors; tends to explain with reference to a particular perspective/ a certain factor and does not provide sufficient depth and detail; attempts to construct arguments by drawing upon some of the points above or any other appropriate alternatives, but the explanation in support of his/her arguments is superficial ;
- shows partial understanding or is only able to apply relevant knowledge and concepts in a basic way; does not make reference to the current situation in the world in the discussion
- provides a somewhat shallow discussion, which is not well structured and does not always articulate his/her ideas clearly



P2 Q1(b) Marking Guidelines (Abstract)

Suggested Marking Guidelines

Marks

- exhibits no clear stance and may put forward contradictory arguments
- briefly describes some factors and medical research directions, but fails to relate them to each other; attempts to indicate his/her position according to his/her knowledge, but the explanation is too partial and may show misunderstanding of the relevant concepts/ knowledge: globalization/ diseases diagnosis and prevention/ health expenditure/ drug patenting/ scientific development/ international collaboration/ responsibility/ moral considerations,; uses irrelevant examples/ information for illustration, etc.
- gives a shallow discussion with little organisation/ without focus; expresses his/her ideas vaguely

1-3



Paper 2 Question 2



P2Q2: Issue, Questions, Curriculum & Concepts

Issue: Historical buildings and cultural conservation



Curriculum

- Quality of life
- Identity
- Globalization
- Chinese culture and modern life
- Environment and Sustainable development



Concepts e.g.

- Quality of life
- Cultural heritage
- Sustainability
- Identity
- Cultural plurality
- Respect/ appreciation



P2Q2 (a) **Explain the controversies** that might arise from the conservation of historic buildings in Hong Kong. (8 marks)

The concerns and needs of different stakeholders

- **Controversies**

Different:

- values
- beliefs
- interests

Plurality

- Different people
- Different classes
- Different interest groups
- Individuals and community
- Society as a whole



P2Q2(a) Marking Guidelines (Highlighted)

Marking Guidelines	Marks
<ul style="list-style-type: none">• A clear understanding and application of the concept of ‘conservation’• Clearly understand the nature of the controversy: inconsistencies in values, interests, and beliefs: for example, conservation methods, cost-effectiveness, ability to match social expectations, use after conservation, etc.• Clearly state which two (some) aspects are controversial• According to the current situation of Hong Kong society, apply concepts and relevant examples to illustrate	6–8
<ul style="list-style-type: none">• Only able to identify the pairs of stakeholders and point out some of their ‘conflicting behaviours’ or ‘difficulties’ in relation to cultural conservation• Points of controversy not substantially identified	3–5
<ul style="list-style-type: none">• Elaborate on the concerns only from a single stakeholder’s point of views	1–2

P2Q2(b) 'Cultural conservation **should take priority** in urban development projects in Hong Kong.' Do you agree with this view? **Explain your answer.** (12 marks)

- Community culture
- History & culture
- Antiques & heritage
- Religions, arts
- Music, dances
- Academic works, literature
- ...

Multi-perspectives+ Examples

Infrastructure?

Housing needs?

Cultural conservation?

Welfare?

Urban Development Projects

Environmental conservation?

Financial, business needs?

Recreation needs?

Multi-perspectives+ concepts → Discussion

- Suggested assessment criteria: e.g.
- Identity
 - Quality of life
 - Sustainable development
 - Cultural value/ heritage
 - Priority for some stakeholders
 - Difficulties in repair/ restoration

P2Q2(b) Marking Guidelines (Highlighted)

Marking Guidelines	Marks
<ul style="list-style-type: none">• Compare the priorities between ‘cultural conservation’ and ‘other considerations’ from different perspectives/criteria• Explain with relevant examples• Fully understand and use the relevant knowledge and concepts• Able to apply skills properly, such as comparing in terms of determining criteria	10 – 12
<ul style="list-style-type: none">• Some of the discussions not in-depth and incomplete; the perspectives of consideration not comprehensive enough• Failure to fully utilise concepts and specific examples in the discussion	7 – 9
<ul style="list-style-type: none">• Focus only on the reasons for the priority of cultural conservation, failing to discuss with the relevant content of the ‘urban development projects’• No comparison, only discussing what should be in top priority	4 – 6
<ul style="list-style-type: none">• No clear standpoint• List some pros and cons of cultural conservation• Not address the crust of the question, i.e. ‘urban development projects’	1 – 3

Paper 2 Question 3



P2Q2: Issue, Questions, Curriculum & Concepts

Issue: K-pop and fandoms



Curriculum

- Personal development
- Human relationships
- Globalization

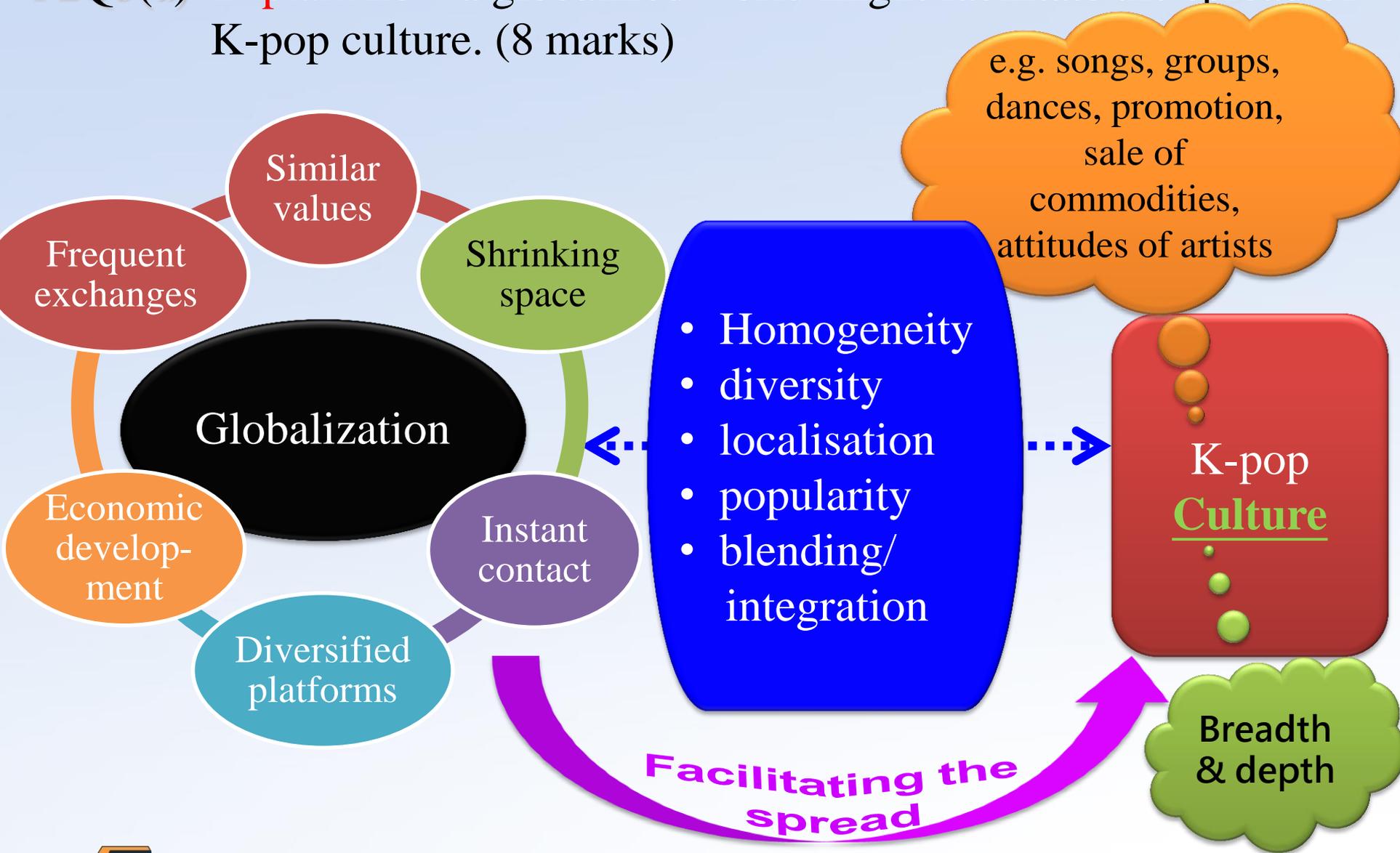


Concepts e.g.

- Globalization
- Human Relationships
- Participation and cooperation
- Respect/responsibilities
- Cultural dissemination



P2Q3(a) **Explain** how a globalized world might facilitate the spread of K-pop culture. (8 marks)



P2Q3(a) Marking Guidelines (Highlighted)

Marking Guidelines	Marks
<ul style="list-style-type: none">• Conceptually explain the features of globalization, and explain how to facilitate the spread of K-Pop culture to countries or regions outside South Korea.• A good understanding of K-Pop culture and able to give relevant examples• Able to explain the features of the globalized world from different angles, showing multiple perspective thinking	6–8
<ul style="list-style-type: none">• A general description of the facts about the globalized world and some explanation of the prevalence of K-Pop culture• Only explain the features of the globalized world from a limited perspective• Insufficient explanation of the relationship between globalization and the spread of K-Pop culture• Lack of suitable examples, and/or a narrower perspective on the global world	3–5
<ul style="list-style-type: none">• Tend to list K-Pop culture facts and/or global world features, but no explanation of the relationship between the two	1–2

P2Q3(b) “Fandom” participation **hinders rather than enhances** the personal development of young people in Hong Kong.’ Do you agree with this view? **Explain your answer.** (12 marks)

Characteristics + Situation in HK

Personal development of young people

- Self discipline/ respect/ reflection
- Sense of responsibilities/ altruism/ care
- Time management
- Relationships with family/ peers/ dealing with conflicts
- Acceptance/ concession/ consideration
- Attitudes/ ways of communication
- Leadership/ coordination/ collaboration...

Not confined to fandoms of K-pop

Long-term

Specific activities

Participate in ‘Fandoms’

- As a group: e.g. with common beliefs/ goals
- Different roles
- Cooperation/ division of work
- Time, money, ability

Impacts : Hinder/facilitate $\begin{matrix} + \\ - \end{matrix}$

+

- learning
- experiences
- understanding
- foundation
- understanding oneself

VS

-

- biases
- expenditure
- feeling down
- conflicts
- Extremity

P2Q3(b) Marking Guidelines (Highlighted)

Marks

- Clearly point out **more than one** specific example of personal growth and more than one ‘fandom’
- Specifically put forward positive and negative **long-term effects**, and make **effective assessments/ consider pros and cons arguments** and reasonable inferences, **closely linked to the Hong Kong context**

10–12

- Put forth arguments with clear positions but assess the impact in a less comprehensive manner
- **Only one specific example of a ‘fandom’**
- Not specific but consistent with the current situation in Hong Kong

7–9

- Simply point out the positive and negative long-term effects and try to demonstrate the relationship between ‘fandom’ participation and personal development of young people, but in a superficial manner.
- The discussion only involves **either ‘hindering’ or ‘facilitating’**
- The personal growth features of young people are rather fragmentary or only some **short-term/immediate effects** on young people are explained.
- There are no specific examples of ‘fandoms’, and the situation in Hong Kong not specifically mentioned.

4–6

- Try to point out the features of ‘fandom’ or the traits of ‘personal growth of young people in Hong Kong’, but generally **do not make an argument on the relationship between them**
- Simply mention behaviors/activities related to ‘fandom’ or the traits of young people

1–3

Thank You

