



HKDSE Liberal Studies

Seminar on Independent Enquiry Study



February 2009



To be Covered



- **First Part**

- Assessment Framework of IES
- Features of IES
- Implementation of IES Assessment

- **Second Part**

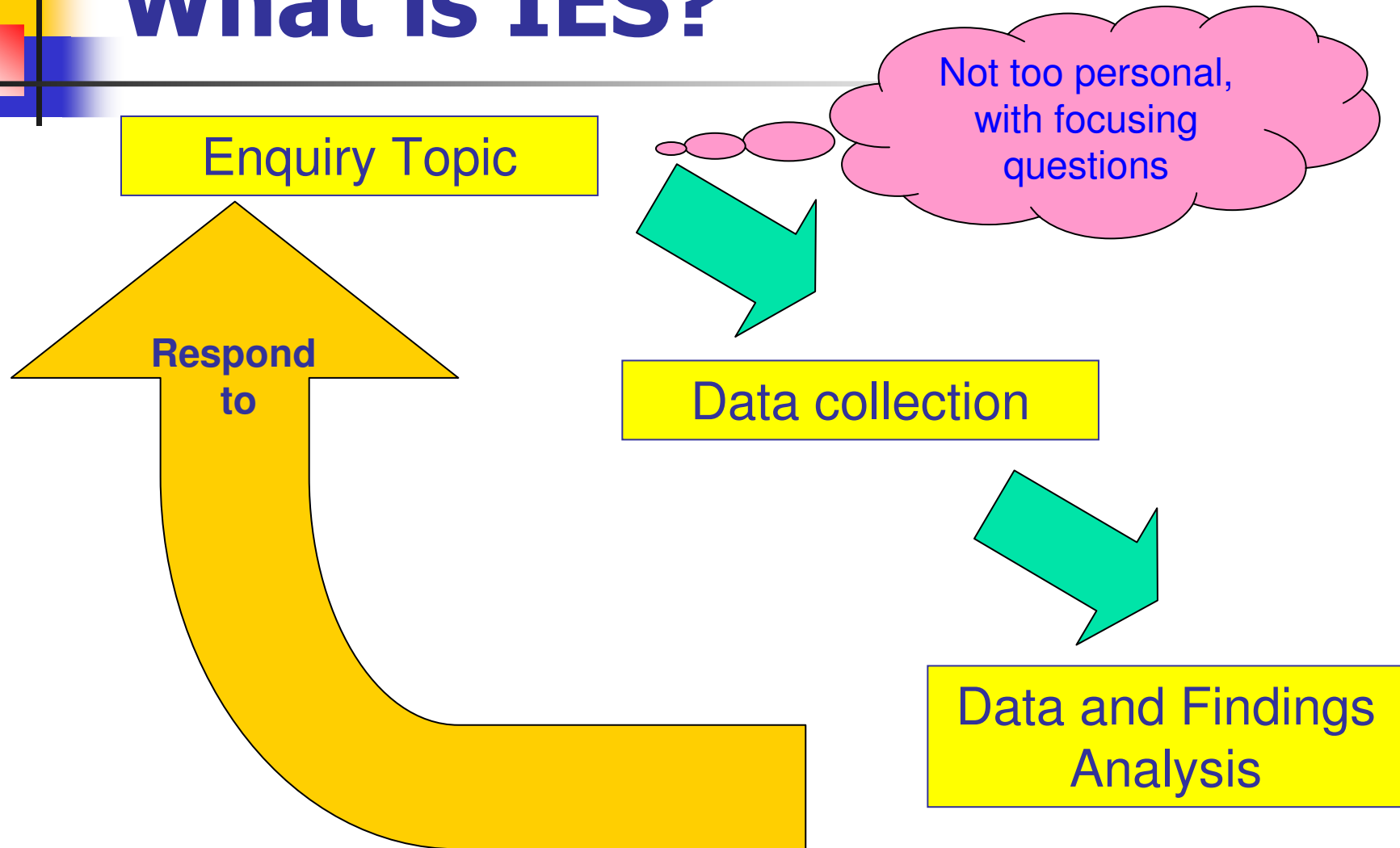
- Administration of IES

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?





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

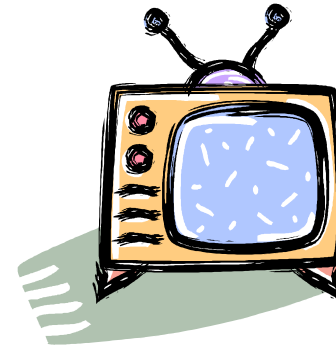
Stage	Assessment Items (weighting)		Total Weighting
	Process (50%)	Task (50%)	
I	■ Independent thinking ■ Communication ■ Effort	Project Proposal	25%
II		Data Collection	25%
III		Product	50%

Presentation Forms (1)

- Written form



- Non-written form

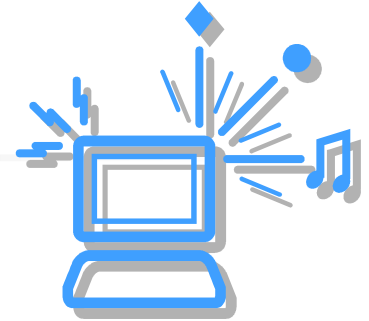


Presentation Forms (2)

- 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:

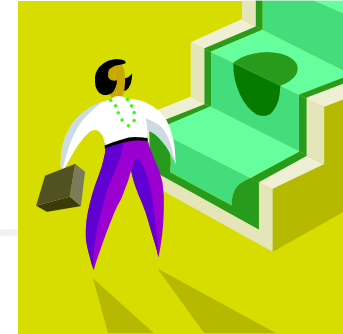
- PowerPoint, Web-page and Movie, etc.
- The main body itself is self-explanatory and assessors should act as passive observer
- The reading sequence of the main body should be clear and well stated

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



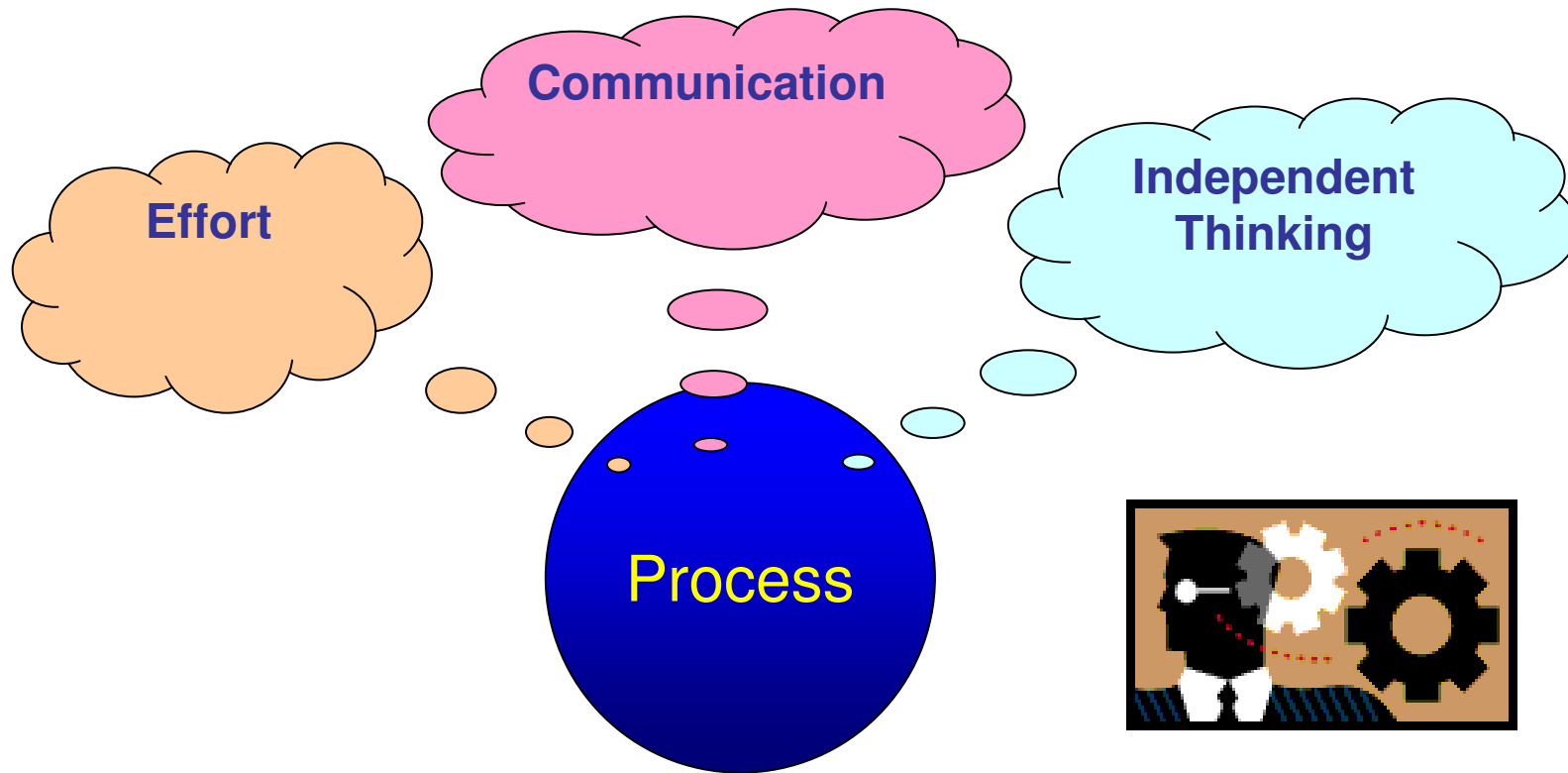
Stage 3

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



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



Within-School Standardization – Why?

- Different backgrounds of teachers
- Different supervision approaches
- Generic nature of the marking guidelines
- Different topics and enquiry approaches
- Different modes of presentation



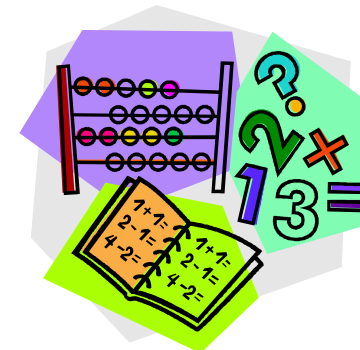
Within-School Standardization – How?

- Consensus reaching through discussion (voting is not desirable)
- Dialogue used for understanding (e.g.)
 - Markers' expectations, requirements, etc.
 - Pedagogy in teaching, project supervision
 - Candidates' general ability
- Understanding candidates' general performance through marking representative samples
- Familiarizing the use of marking guidelines



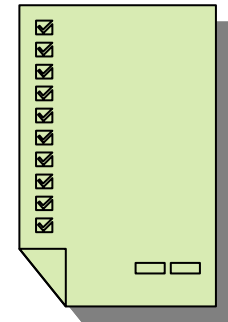
Suggested Marking Procedures

- Selection of samples
- Study of marking guidelines
- Trial marking of the **first set** of sample projects before the markers' meeting(s)
- Discussion of trial marked samples for standard setting
- Trial marking of the **second set** of samples for checking (e.g. following the agreed criteria)
- Further discussion for standard alignment if necessary
- Start Marking
- Check-marking
- Mark adjustment, if necessary



Tools for Conducting IES

- Suggested **“Product” Forms**: one for each stage
 - Suggested items to be filled in
 - Easy to mark
- Suggested Teachers’ **Feedback Forms**: one for each stage
 - Tailor-made for each stage
 - Convenient for giving feedback (rating and remarks)
- Suggested “Process” Assessment **Rubric Forms** for various activities, e.g. oral presentation, debate, etc.



Feedback Giving

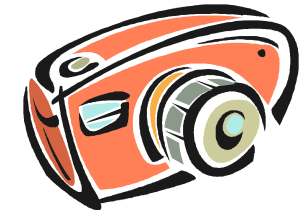


- Progress and performance record
- In form of feedback form/rubric form
- Justification for marks awarded
- For reporting and improvement
- Illustrating weaknesses and strengths
- Suggestions for improvement
- Portfolio for checking

Authentication



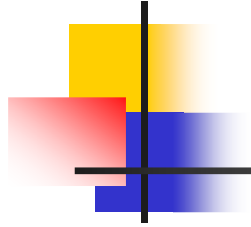
- Built-in stage-wise mechanism
- Development of assessment plan
- Use of class hours for conducting critical works (e.g.):
 - Idea formation
 - Design of work plan
 - Design of data-collection method
- Design of activities for assessment
 - Oral presentation of project proposals/findings
 - Group discussion on relevance of data collection methods
- Declaration Form (Provided)



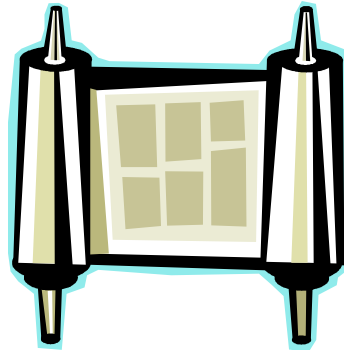
District Coordinator System

- Experienced LS teachers
- Regional base
- Three modes of interaction:
 - Telephone/e-mail contacts
 - School visits
 - Group meetings
- Experience sharing and giving advice
- Review of progress and students' work samples
- View exchange on implementation
- Feedback giving for improvement





IES Administration



Suggested Work Timeframe

About one
year's
time

Stage	Period
I. Project Proposal	S5 Nov – S5 May (April)
II. Data Collection	S5 May – S6 Oct (Sept)
III. Report	S6 Oct – S6 Jan (Dec)

Maintaining students' morale and motive

Reducing teachers' workload

Mark Submission (1)

- Three times of mark submission
- Marks submitted via on-line system
- 2 scores to be submitted for each time (per student)
- 6 scores to be submitted in total (per student)
- No product/report/form to be submitted
- **Marks submission date \neq work complete date**





Mark Submission (2)

Mark Box

Stage	Assessment Item	No. of mark submitted	Mark Range
I	Process	One	0-9
	Task	One	0-9
II	Process	One	0-9
	Task	One	0-9
III	Process	One	0-9
	Task	One	0-9

Mark Submission (3)

Mark Submission Schedule

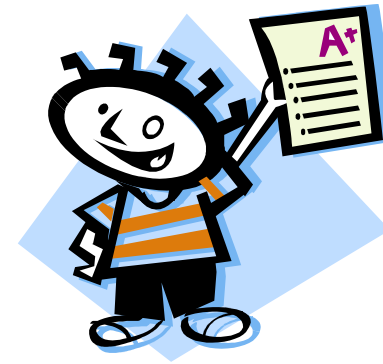


Stage	Time for Mark Submission
I	Mid May at S5
II	Mid October at S6
III	Mid January at S6

Repeaters and Private Candidates Arrangements

- **Repeaters:**

- Complete Stage III
- Proportion to full 20%

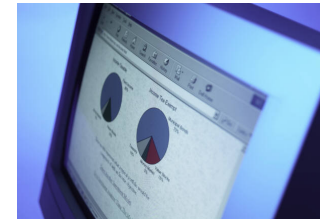


- **Private candidates:**

- Only written exam component
- Written exam taking up full 100% of the assessment

Confirmation of Marks

- Queries and technical errors are to be handled before submission
- All marks to be confirmed before submission
- Students are to be informed their marks before submission
- No mark change allowed after mark submission





Handling Queries (1)

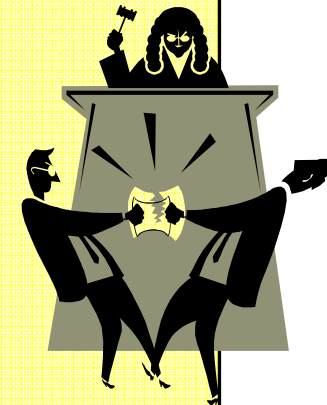
- Any queries should be handled before the results of SBA submitted to HKEAA
- Schools should develop a mechanism for handling queries, students and parents are well informed of it
- HKEAA would give advice if necessary



Handling Queries (2)

Suggested Arrangements:

- Setting up of query handling procedures and schedule
- Provision of forms
- Setting up of a school review panel
- Review of existing evidence
- Interview with the student

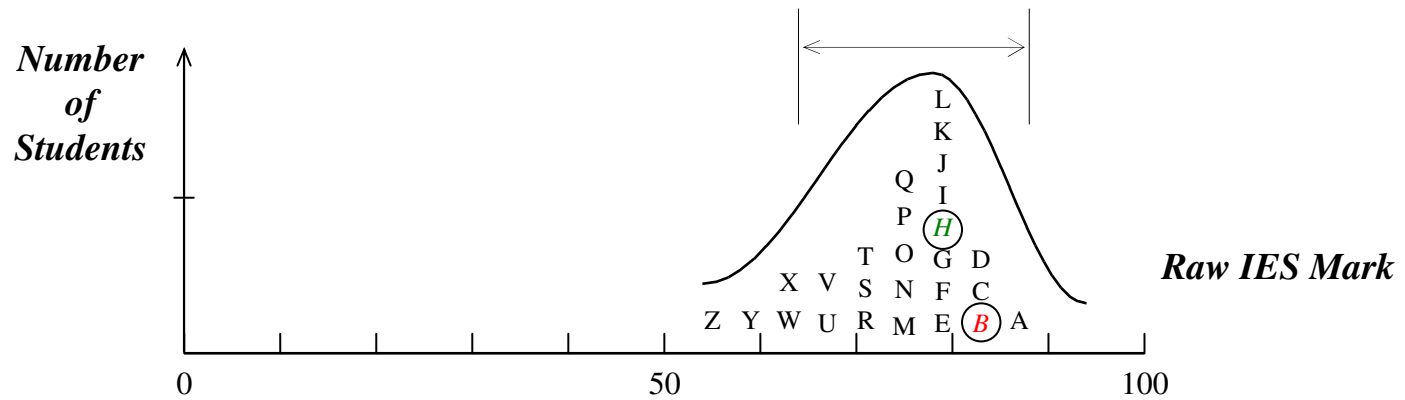
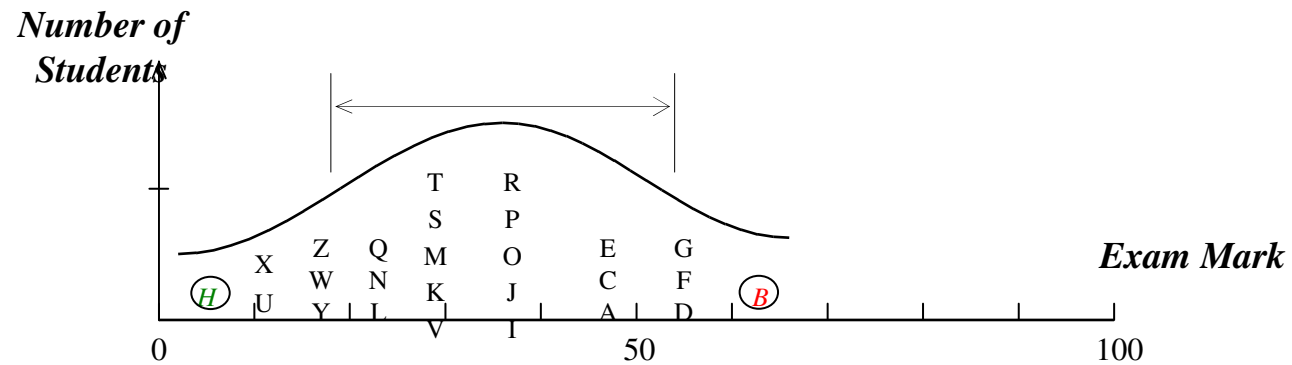


Why Statistical Moderation

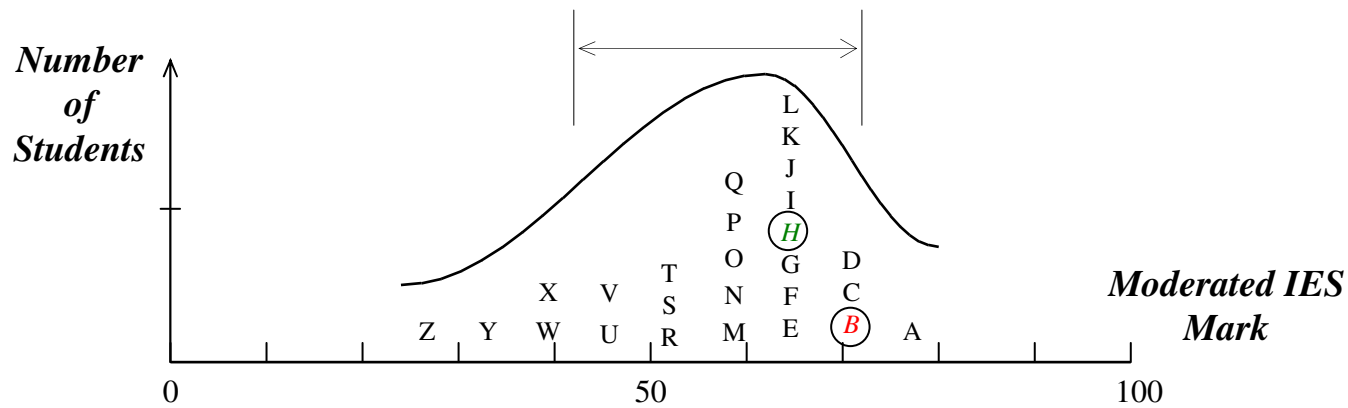
- Teachers know their students well and are best placed to judge their performance but they may not be aware of the standards of performance across all schools
- One school may be harsher or more lenient in marking and/or use a narrower or wider mark range
- HKEAA would use statistical moderation for moderating project marks submitted by different schools
- Statistical moderation is appropriate when there is another related measure of student performance – student examination performance



Statistical moderation (if the correlation is present)



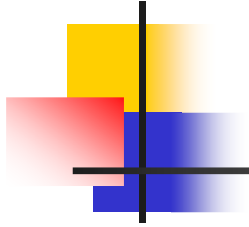
Statistical moderation (if the correlation is present)



Characteristics of the Moderation Method



- Internal ranking will not be changed
- The impact of examination performance on the moderated project marks depends on the correlation between them
- Suppose that teachers tend to give high marks (uniformly) to their own school students, such an effect would be eliminated when calculating the moderated marks



Thank You!