

# HKDSE Liberal Studies Professional Development Assessing Student Learning

Moderating Questions and  
Basic Features of Marking Guidelines

# Traditional and Authentic Assessment

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Traditional (傳統)	Authentic (真實)
<ul style="list-style-type: none"><li>• Selecting a response</li><li>• Contrived</li><li>• Recall of knowledge</li> <li>• Indirect evidence</li><li>• Teacher-structured</li></ul>	<ul style="list-style-type: none"><li>• Performing a task</li><li>• Real-life</li><li>• Construction / Application of knowledge</li> <li>• Direct evidence</li><li>• Student-centred</li></ul>



# Difficulties

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- Requiring a high level of expertise
- Time consuming and labour intensive
- Existence of varied responses



# HKDSE LS Assessment Framework

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- Paper 1: **Data-response questions** (資料回應) (three compulsory questions) – **50%** (2 hours)
- Paper 2: **Extended-response questions** (延伸回應) (one out of three questions) – **30%** (1 hour and 15 minutes)
- Project: **Independent Enquiry Study** – **20%**



# Paper One: Data-response Questions

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- Three compulsory questions
- Two to four sub parts per each question
- Around 15-20 marks for each question
- **30-35 minutes for one full question**
- A mix of variety of data used



# Assessment Objectives (requirements) of LS

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- Thinking skills
- Common knowledge
- Issue-based Enquiry (議題為本探究)
- Connection to related issues
- Draw upon **own experiences**
- Multiple perspectives (多角度)
- **Awareness of underlying issue/ concepts/ values/ dilemmas (兩難) / tension (張力)**



# Dimension of thinking skills being assessed in the LS Exam

**Paper 1**

**Paper 2**

**Micro skills**

Technical, e.g.  
comparing,  
summarizing,  
classifying

**Cognitive Strategies**  
(認知的策略)

Low

Level of difficulty

High

**Macro skills**

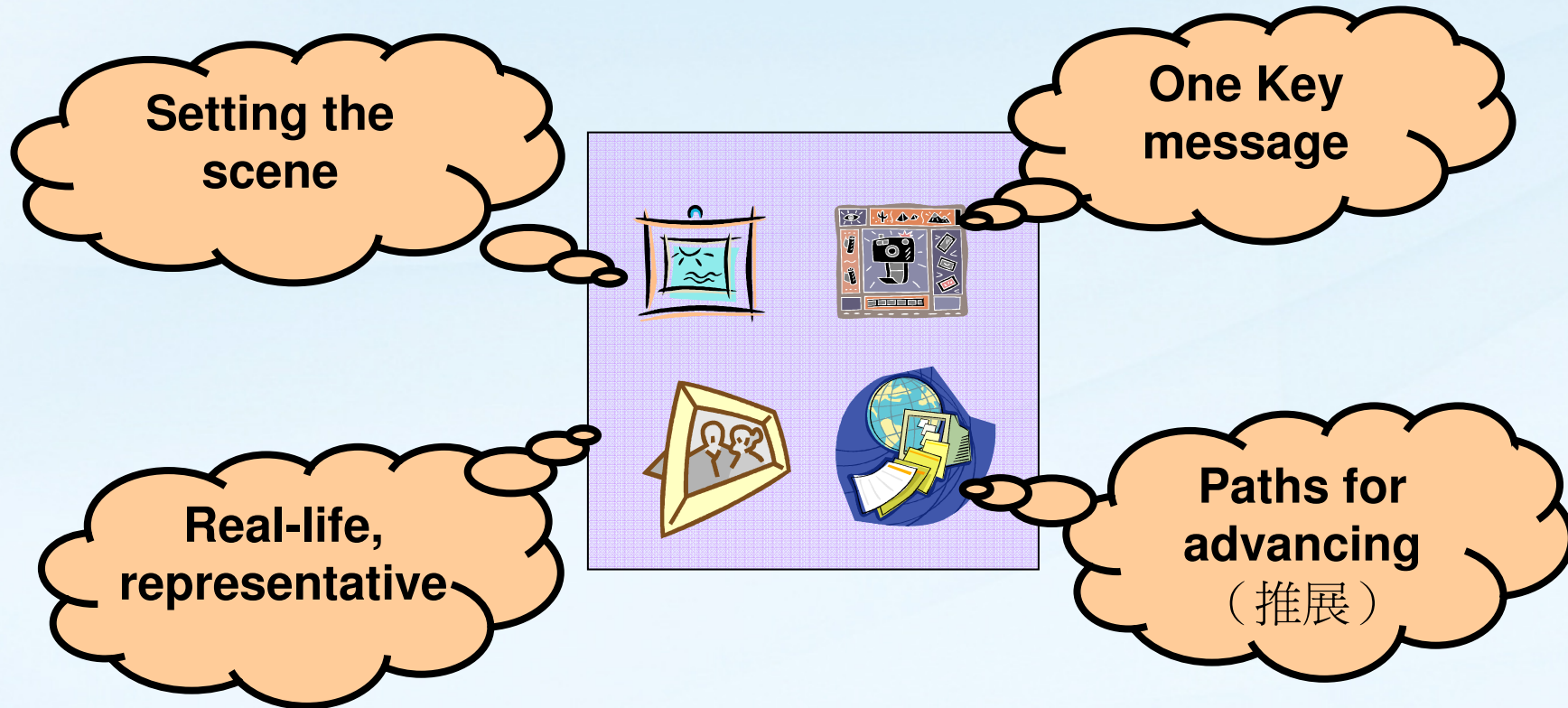
Conceptual, e.g.  
evaluation, setting  
up criteria, drawing  
conclusions and  
solving problems



Source: <http://www.ncrel.org/sdrs/areas/issues/envrnmnt/drugfree/sa3crit.htm>

# Functions of Data (資料的功能)(e.g.)

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# Data may be about:

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**Facts 事實,**  
**concepts 概念,**  
**values 價值觀 and**  
**attitude 態度**

**Conflicting,**  
**contrasting**  
**views 有衝突/**  
**矛盾的,**

**Comparison,**  
**recommendations,**  
**ideas**

**Development**  
**process**



# Use of Knowledge, Concept, Value and Examples

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<b>Knowledge</b>	Basic information, social knowledge, thinking skills
<b>Concept</b>	A base for understanding and value building
<b>Value</b>	Judgement (判断), choice
<b>Examples</b>	Supporting



# Moderation Committee – Excellence of Collective Effort 集體努力

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- Collective work
- Sharing and exchange of data/information/views
- Discussion of the suitability of the data provided
- Detecting possible bias (偏見) and logical fallacy (謬誤), etc. of the draft question



# Setting up a LS Moderation Committee at School

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- Five to six panel members
- One chairperson
- One secretary
- One to two setters
- Reviewing on:
  - Teaching content & pedagogy (教學法)
  - Students' performance



## Questions of LS should **NOT** be:

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- requiring too much subject specific knowledge
- providing too much data
- comprehension-like
- allowing and/or requiring negative value judgements
- ...



# Steps in moderating the question

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- Knowing each other
- Electing a **chairperson**
- Electing a **secretary**
- Electing a **presenter(s)** (for question and marking guidelines)
- Considering the draft questions
- Selecting two to three questions
- Discussion



# Points to be considered when Moderating the question

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- Which part(s) of the curriculum
- Related skills, concepts, knowledge and values (Assessment objectives)
- Using suitable exam key words
- Catering for a wide range of abilities of students
- Way(s) to tackle the question
- Expected responses



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# Preparing Marking Guidelines





# Features of Marking Guidelines

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- Indicate the initial criteria (初步的標準)
- Allow for less predictable responses
- Indicate aspects (e.g. skills, concepts) specifically related to the question

<http://www.curriculumsupport.education.nsw.gov.au/secondary/hsie/assets/assessstage6/markguides.htm>



# Design of Marking Guidelines (1)

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- Question specific and level-wise (progressive 漸進)
- A typical candidate can do (mainly positive descriptions 正面描述)
- Mark allocation



# Design of Marking Guidelines (2)

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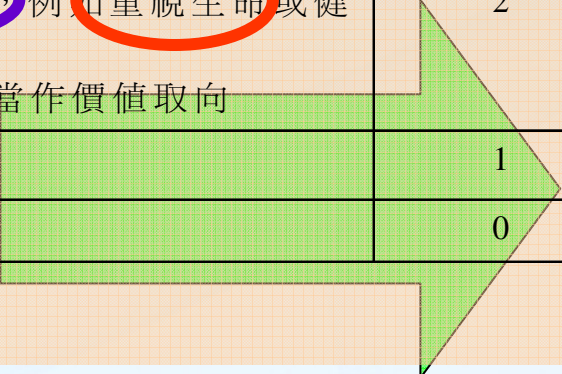
- **Content standard** (內容標準) – statements describe what students should know or be able to do within the content of curriculum (knowledge, concepts)
- **Process standard** (過程標準) – statements describe generic skills, possible approaches and perspectives, etc. that students use to tackle the question
- **Effective Communication** (有效傳意)



# Question Specific Marking Guidelines in NSS LS Exam – An example

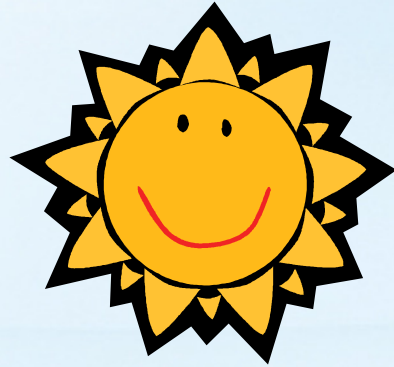
1. (a) (ii)

建議評改準則	分數
• 能準確和直接舉出阿玉的立場所反映的一個價值取向，例如重視生命或健康	2
• 能正確舉出價值取向，例如不能將健康常識這一事例當作價值取向	1
• 含糊地舉出阿玉的立場所反映的一個價值取向	0
• 錯誤地舉出價值取向	0



# To Summarise

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**Understanding** 了解

Contemplation and reflection  
研究與反思



**Practice**  
操作

Trial and error,  
willing to  
change 不斷摸索  
和勇於轉變

**Sharing**  
分享

Peer and  
interactive  
learning 同儕互  
動學習



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# Thank You!

