

**2012 年香港中學文憑考試**  
**中國語文科**  
**考生表現分析撮要**

2012 年香港中學文憑考試中國語文科共有 71,284 名考生應考，當中 69,544 人為日校考生。於日校考生中，取得 5\*\*級的有 0.8%，考獲第 2 級或以上的則有 79.3%。

### 1. 考卷設計

部分		比重	時間
公開考試	卷一：閱讀能力，全部試題均須作答	20%	1 小時 15 分鐘
	卷二：寫作能力，要求考生寫長文一篇或短文二至三篇	20%	1 小時 30 分鐘
	卷三：聆聽能力，全部試題均須作答	10%	45 分鐘
	卷四：說話能力，分為朗讀及口語溝通兩部分	14%	約 29 分鐘
	卷五：綜合能力考核，只設一題必答題	16%	1 小時 15 分鐘
校本評核	必修部分：閱讀活動、日常課業及其他語文活動，須分別呈交一個分數	8%	/
	選修部分：選修三個單元，每個單元呈交一個分數	12%	/

### 2. 考生表現分析

#### 公開考試

整體而言，考生的能力差異相當明顯，以下為每卷的表現：

#### 卷一：閱讀能力

主要考核考生的閱讀能力，包括理解、分析、感受、鑑賞、運用不同策略等能力。今年的考材包括白話與文言文各有一篇：白話文取自曾敏之的《橋》，文言文則節錄自韓非子的《五蠹》。

表現優異的考生，思慮清晰，能準確理解兩篇考材，並能以簡潔文字作答，但這類考生為數不多；一般考生表現平平。表現欠佳者，表達多見紊亂、審題亦欠周詳、不分主次輕重等毛病仍常見。

作答方面的注意事項：

- 作答須留心關鍵概念，扣緊考核重點；
- 概念的運用須清晰、明確，不宜浮泛；
- 答案重點宜簡單扼要，勿貪多務得，缺乏焦點；
- 文字宜簡練，切忌冗贅拖沓；
- 筆畫字體宜明晰。

#### 卷二：寫作能力

主要考核考生構思、表達、創作等能力。本年共設三題，考生只須選答一題，作文一篇，字數不得少於 650 字。卷二採雙評制評卷，而且分題評改。

考生選題分布及一般表現如下：

題號	選題百分率	題目概述及考生一般表現
1	27%	<p>題目概述：要求考生記述唐老師的言行，以抒發對老師的感情。考生可就老師平日的言行取材，以抒發對老師的感情，從而體現其行事為人及中國文化可貴的一面。</p> <p>考生一般表現：考生多就日常生活及校園生活取材，透過描寫唐老師的日常言行，抒發對他的敬愛之情。一般考生取材大多雷同，如唐老師熱心教學、對學生一視同仁、待人有禮、幫助長者弱小等，甚少能別出心裁，以此闡述中國文化，從而抒發敬師愛師之情。</p>
2	25%	<p>題目概述：要求考生就「不要太近，也不要太遠，最好彼此保持一定的距離」的相處之道，從現實生活中取材，並藉此抒發個人的體會和感受。</p> <p>考生一般表現：本題的表現瑕瑜互見，有極優異的，也有很不理想的。取材方面，一般尚能從生活中選材，亦有一定見地。</p> <p>寫作方面，一般有議論和敘事說理(或小說)兩種，議論文寫法以深入淺出，舉證豐富者較佳；說理不足，舉例較少者為中品；立論偏頗，舉例極少者為下品。至於敘事說理寫法，上品者能事與理互相緊扣，闡述充足；中品者較偏重敘事，分析稍欠深入；下品者卻側重敘事，說理不足，甚或僅在尾段重申文題的主旨句而已。</p>
3	48%	<p>題目概述：要求考生構思如何運用入大學之前的一年休學年，去追求個人的夢想或體驗生活，以為大學生活作好準備。</p> <p>考生一般表現：部分考生審題時未能釐清題目重點，立意未夠明確；一般只說明如何善用休學年追求夢想及體驗生活，而忽略關鍵重點「為大學生活作好準備」。就追求夢想的構思，選材多為個人天馬行空的想像，立意平凡，見解一般。就體驗生活的構想，考生多指出藉此可以增廣視野，培養獨立性格，做有意義的事，取材多是兼職、旅遊、義工、陪伴家人、進修、運動或休息等，但部分考生的有關內容未能緊扣「為大學生活作好準備」。</p>

整體而言，考生表現參差，表現上佳者審題能力強，能掌握題目要求，甚具創意，但很多考生的表現未如理想，尤其在審題上值得注意。考生常見的毛病包括：

- 內容方面：立意平凡或流於俗套，選材蕪雜，粗枝大葉，未能配合題旨；
- 表達方面：用詞造句欠準確，辭不達意，句子太長而沒有適當句讀，偶以口語入文，或錯誤運用成語等；
- 結構方面：雖有「起承轉合」的形式，但組織有欠條理，多是邊寫邊想，沒有用心布局；

- 標點字體方面：標點符號的運用少變化，除逗號和句號外，較少運用其他標點符號，而字體亦較為潦草，有些字體過小，難以辨認；
- 錯別字方面：筆畫缺漏或增多、書寫同音字或近音字；繁簡一體、不合規範的簡化字頗多，錯別字情況仍然普遍。

### 卷三：聆聽能力

考核考生辨明說話者立場、觀點、論據、說話技巧、語氣等聆聽能力。

整體而言，考生的表現不俗。仍須留意之處包括加強分析、推論、闡述、表達等能力。考生在毋須以文字作答的題目表現較佳，而文字題的表現則較遜色。對於只須篩選、擷取重點和資訊的題目，即使資訊龐雜，關鍵概念又非依次序呈現，考生也可應付裕如；但如要求考生綜合說話脈絡，推敲說話含意，或舉生活事例作說明等題目，其表現多未如理想。

### 卷四：說話能力

#### 甲部 朗讀

考核考生朗讀語體文的能力，重點包括讀音、語氣、節奏等。考核篇章都是語體散文，題材廣泛，各體兼備，每篇約 150 字。

語音方面，發音吐字基本清晰，錯讀情況未算嚴重，部分難字如：「燻」、「垠」、「炯」、「颯」，大多數考生都能準確讀出。而「懶音」的考查點經常重複，考生稍加留意，即可掌握，故表現不錯。但通篇字正腔圓，且能夠通過九個考查點而不失一分的考生並不常見。

大部分考生都能掌握考試的基本要求，在一分鐘限時內讀畢篇章，極少口語化問題，回讀、重讀、增字、漏字、換字間有出現，但情況並不嚴重。不過，很多考生未能完全掌握篇章主旨，正確揣摩文意，或忽略標點符號，以致語調平板、語氣欠變化，既不能讀出篇章應有節奏，亦無法表達出其中的感情；亦有考生「過猶不及」，語氣誇張，過分添加感情，明為「處理」，實是「造作」，弄巧反拙。

#### 乙部 口語溝通

此部分考核考生在討論中表達、應對、溝通等能力，並考核考生的識見學養、組織思維和語言應對能力。

表現優異者能緊扣題旨發揮、意念豐富，但這類考生為數不多。在「闡述」方面，考生最明顯的毛病是意念單薄，內容空洞，未能緊扣題旨，甚或誤解題意，常識貧乏。部分考生隨意聯想，邏輯混亂，以致怪論連篇，表現未如理想。

在「語言」方面，大多數考生說話尚算清楚，能夠達意。個別考生語彙豐富、語調得體、表達流暢，值得欣賞。但部分考生發言時，慣常將「call」、「for」、「sorry」穿插在話語中，中英夾雜情況頗為嚴重。而「iphone」、「ipad」、「facebook」亦常在考生對話中出現。部分考生在口語溝通的過程中，經常在對話內加入英語詞彙，以致未能用流暢達意的語言作表達交流。考生不會因為採用個別英語詞彙而被扣分，但若中英夾雜的情況嚴重，則有機會影響考生在口語溝通的整體表現。

「應對」方面，考生表現一般。壟斷發言的情況並不多見，但沉默寡言、只作簡短回應的考生亦頗常見。態度方面，大部分考生表現良好，恪守規則，認真應試。部分考生衣飾不當，背心短褲，過於隨便，未能尊重考試場合。

### 卷五：綜合能力考核

考核考生聆聽、閱讀、理解、組織、文字表達等能力。考生須聆聽一段錄音，再閱讀有關資料，然後完成寫作任務，字數不得少於 500 字。

整體而言，考生審題能力不俗，多能了解試題任務，離題者甚少。整合拓展能力不俗，但見解論證則較遜色。錯別字仍然常見。

評分範圍包括「語境意識」、「整合拓展」、「見解論證」及「表達組織」。

「語境意識」方面，今年考卷有四項評分重點：

- 特定對象：絕大多數考生能按題目要求選擇特定角色，並緊扣友校同學來函之看法，作針對性之回應；偶有考生猶疑不決，整合要點有誤。極少數考生張冠李戴；間有考生混亂了兩個角色之看法，審題粗心。
- 呼應來函：須考慮開首之稱呼及文末之謝詞等是否恰當，考生表現不過不失。
- 書信格式：須考慮上款、祝頌語、下款、日期是否齊備並準確，考生表現中規中矩。
- 措辭語氣：近半考生於文首或文末表示收到來函感到榮幸，十分高興，部分考生更能同時感謝對方參觀該校的展板。而在覆函時能堅守立場，不亢不卑；與只重自辯解說，有失風度，恰成強烈的對照，猶幸前者居多。尾段收束全文，不少考生皆能因應身分與背景作結，表達理想。但有考生在陳述已見後，戛然而止，不加任何結語，語氣倉促，有欠禮儀。

「整合拓展」方面，只有少數考生能整合全部被友校同學責問之三個項目，並就該三項禮儀條目的精神與違禮的害處，加以拓展；絕大多數考生能抄錄閱讀材料提供的被責問之三個禮儀項目，惟對相關精神的解釋與違禮害處的說明，表現未如人意。在運用閱讀材料與聆聽資料方面，約半數考生尚能把兩者適用的材料作有機結合，惟精粗有分、詳略有異、長短有別。

「見解論證」方面，今年考卷要求考生「就時下中學生忽略甚或不懂禮儀的現象，提出三個主因，加以論證」，考生除提出見解外，亦須明確提供理據。大多考生有見解但欠論據作支持，縱有理據之考卷，論證亦欠周密。可喜的是除因掌握時間欠佳的考生外，多數考生能按題目提示，從三個角度論證。

「表達組織」方面，主要就覆函的段落結構、遣詞造句、字體、標點等評分。一般考生均能寫成段落分明、結構合理的覆函；考生多能以一段闡述一個重點。絕大多數考生善用「標示語」(如首先、其次、再者等)，令文章結構井然。惟不少考卷表達欠佳，冗字贅詞頗多，而且很少考生善用修辭，一般答卷多屬詞句平實之作，尚能達意。至於字體，大多僅屬筆畫清楚，而潦草者亦不少；考生錯別字不少，部分例子如：「專(尊)敬」、「遺(違)反」、「讚(贊)同」、「騷(擾)」、「持(恃)寵生驕」、「待人接吻(物)」、「身體建(健)康」、「遂(逐)一介紹」、「匆(忽)略」。

**2012 Hong Kong Diploma of Secondary Education (HKDSE) Examination  
English Language  
Analysis on Candidates' Performance**

71,617 candidates sat for the 2012 HKDSE English Language examinations. Among 69,713 school candidates, 0.8% attained level 5\*\* and 79.2% received level 2 or above in the subject.

**1. Assessment Framework**

Component		Weighting	Duration
<b>Public Examination</b>	Paper 1: Reading	20%	1.5 hours
	Paper 2: Writing	25%	2 hours
	Paper 3: Listening and Integrated Skills	30%	About 2 hours
	Paper 4: Speaking	10%	Preparation: 10 mins; Discussion: 8 mins per group; Individual response: 1 min
<b>School-based Assessment</b>		15%	/

**2. Candidates' Performance**

**Paper 1: Reading**

Paper 1 tests candidates' reading skills, and consists of three parts: Part A, Part B1 and Part B2. Candidates have to complete Part A, which is compulsory, and either Part B1 (the easier section) or Part B2 (the more difficult section). Candidates attempting Parts A and B2 will be able to attain the full range of levels, while Level 4 will be the highest level attainable for candidates attempting Parts A and B1. Around 65% of candidates chose to do Part B1 while about 35% chose to do Part B2.

**Part A**

Part A comprised one reading passage which was a feature article taken from the newspaper about a café in Thailand which offers board games for customers to play rather than computer-based games.

Weaker candidates were able to gain some marks by answering questions that required finding clearly stated information in the text. Other questions required understanding of the whole text and interpretation of the information given. It is therefore recommended that candidates read the whole text to understand the overall gist in addition to scanning the text for specific information. In open-ended questions, candidates who gave direct answers tended to perform better than candidates who indiscriminately copied whole chunks of text from the passage. It is therefore recommended that when answering open-ended questions, candidates use their own words to convey the message as best as they can, even though they take the risk of making grammar errors.

**Part B1**

Part B1 comprised one reading passage taken from an online article about volunteers making a patchwork quilt as a campaign to raise awareness of environmental issues.

Overall, many of the questions in this section seemed to be challenging for the majority of candidates. Questions requiring explicitly stated information for the answers were generally well answered while questions which required more inferencing were found to be rather difficult. A very small number of candidates who attempted part B1 scored very high marks.

**Part B2**

Part B2 comprised two reading passages: one was a book review on Amy Chua's book, *Battle Hymn of the Tiger Mother*. The purpose of this text was to provide some background knowledge for the second text, a magazine article about Chinese mothers in the Mainland,

and their reaction to Chua's controversial parenting methods.

Overall, this section showed that candidates did less well on the short-response and open-ended questions than other question types and less well when the information was not explicitly stated. This is to be expected, but for higher levels of 4 and 5, better inferencing skills and directly answering the question with little copying of the text is required.

## **Paper 2: Writing**

### **Part A**

Part A of Paper 2 consisted of a short, guided writing task of about 200 words which asked candidates to complete four sections of a feature article. They were to imagine they were a famous news reporter asked by their old secondary school to write about their life as a news reporter for the school magazine. Candidates were given three sub-headings to guide their writing while the fourth section was left open for students to create their own sub-heading and response.

Candidates' overall performance was fair. Most candidates were able to use the information given in the rubric to complete the feature article. However, the following problems were observed:

- some candidates did not write the feature article as if they were news reporters and instead imagined themselves as students, teachers or celebrities;
- some candidates did not include a sub-heading for the fourth section of the feature article;
- some candidates wrote too much, producing texts which read more like an essay rather than a feature article. This demonstrated a weakness in audience awareness.

### **Part B**

Part B comprises eight questions, and each question was based on one of the modules in the Elective Part of the three-year senior secondary English Language curriculum (S4-6). Candidates were required to choose one question and write about 400 words. Each task will be assessed independently by two markers in each of the three domains: Content, Language and Organization.

#### *Content*

<b>Question</b>	<b>Popularity</b>	<b>Comments</b>
2 (Sports Communication)	14.1%	Responses to this question generally demonstrated attempts to assess the value of both virtual sports and real sports before formulating a conclusion. What distinguished the better from the less effective pieces was the level of discernment and validity of their evaluation. A number of weak scripts also made the mistake of misconstruing Health and Fitness eMag and 'virtual sports versus real sports' as some kind of online sports game.
3 (Drama)	7.8%	Most candidates found the question accessible and addressed it adequately. Answers comprising a broad coverage of arguments for the educational value of drama drawn from personal experiences were received with much greater favour than mere lists or a fusion of formal and nonchalant statements about its benefits as a pedagogical tool.
4 (Poems and Songs)	8.8%	There were quite a number of insipid portrayals of the band's first performance as well as uneven accounts emphasizing one or two instead of all aspects of the question. Though by far in the minority, the most successful pieces showed the candidates' ability to marshal their knowledge of pop music, language skills and creativity to generate highly engaging and lively writing.
5 (Debating)	8.5%	Most candidates coped adequately with the question and wrote speeches that took into full account what the question asked,

		i.e. explaining the activities of the debating club, the benefits of being a member and the importance of debating in life. Some responses were less balanced, often treating either one or two of these aspects in a cursory way, while deficient scripts were mostly off-topic or contained few valid points. The best answers combined a rich content with a persuasive pitch.
6 (Popular Culture)	7.3%	This question was generally well-tackled and successfully at getting candidates to express their views on the increasing popularity of cosmetic surgery and obsession with physical beauty. Most were inclined to argue against these trends, but there was no lack of supporters defending them. In either case, the strong candidates were able to justify their position with sound reasons and examples, demonstrating their knowledge of social and current affairs.
7 (Short Stories)	10.9%	A substantial number of the stories candidates produced were pedestrian and somewhat disappointing. Predictable storylines abounded, as did plodding, dull work with little or no dramatic tension or climax. There was a small but impressive collection of stories that bore out students' creative talents, showing their capacity to construct a clearly-defined plot and employ dialogue, twists and other techniques to suitably add interest or create suspense.
8 (Workplace Communication)	11.1%	Overall, candidates had little problem writing about the benefits of Second Chance as a campaign to encourage employers to recruit reformed criminals or drug addicts and persuading them to join the scheme. Nonetheless, they seemed less assured when outlining the project in their letter.
9 (Social Issues)	31.4%	This was the most popular question and elicited writing that varied in fluency, scope and depth. Most candidates showed a clear understanding of the topic of depression and had plenty to say about it. However, some tended to skew towards addressing a certain part of the question at the expense of the others.

### *Language*

Limitations or flaws in the use of English often prevented candidates from achieving higher levels of performance and, in some cases, seriously marred their work. Even the writing of top candidates was not completely error-free, despite their higher proficiency. Language and style remains an area where students need to improve considerably.

### *Organisation*

The stronger scripts displayed a marked level of competence in terms of organization. One could recognize in them a coherent overall structure, logically sequenced paragraphs and well-developed ideas evolving out of careful planning and effective use of cohesive devices. By contrast, average and weaker scripts were generally characterized by deficiencies like inadequate supporting details or examples, illogical or tenuous connections between ideas, repetitiveness, unnecessarily long paragraphs, etc.

## **Paper 3: Listening & Integrated Skills**

Paper 3 consisted of three parts; Part A, Part B1 and Part B2. All candidates were required to complete Part A and then choose either Part B1 or Part B2. Part B1 was designed to be the easiest section, while Part B2 was designed to be the most difficult section. Around 50.1% of candidates chose to do Part B1 while around 49.9% chose to do Part B2.

### **Part A**

Section A of Paper 3 Listening and Integrated Skills required candidates to listen to four recordings about the redevelopment of the online services at a local educational institution called Aberdeen College.

## **Part B**

Part B comprised integrated listening, reading and writing tasks of different levels of difficulty based on the broad theme of communication. Candidates were required to process information by selecting and combining data from spoken/ written sources in order to complete various writing tasks. There were 3 tasks in Part B1 (Tasks 5-7) and 3 tasks in Part B2 (Tasks 8-10). Task 5 required candidates to complete a leaflet template. Task 6 to 10 required them to produce an extended piece of writing (120-200 words).

In both Parts B1 and B2, candidates were asked to assume the role of an employee at a non-governmental organisation (NGO) and to carry out a series of tasks. Tasks 5, 6 and 7 in Part B1 were writing tasks related to a fun day to be organized by the NGO. In Part B2, Tasks 8 and 9 centre on the subject of communication, and Task 10 was on difficulties encountered by new immigrants to Hong Kong.

Apart from the ability to comprehend the source information from listening and reading texts, locate relevant content points, and interpret and present them in order to fulfill the task requirements, the six tasks also assessed candidates' ability to write accurately and to present their texts appropriately.

Most of the markers' observation of candidates' weaknesses in the six tasks are related to their skills in :

- Selecting only relevant information to achieve the task purpose
- Manipulating the source texts in accurate language and style for the target audience

To achieve a good mark for language and appropriacy, a candidate is expected to be able to take certain phrases from the Data File and make necessary changes in grammar, register, etc. in order for that part of the text to fit into the text they are creating. Candidates who simply copy large chunks from the Data File and ignore issues relating to style and grammar will receive a low score in these aspects. To work on this aspect, candidates should be exposed to a wide variety of source texts. When practising, they should learn also to identify the tone adopted and the language used for different purposes of a writing task. To be able to manipulate the source texts effectively, candidates should work on their paraphrasing skills.

Having learnt English till Secondary 6, candidates' writing should be characterized by a wide range of sentence structures, complex noun phrases and accurate constructions in order to present their ideas precisely and effectively. Basic errors like spelling, subject-verb agreement, verb tense and word form are not acceptable. Candidates are encouraged to practise writing in English to improve the accuracy and the complexity of their language use.

## **Paper 4: Speaking**

The examination comprised two parts: Group Interaction and Individual Response. The candidates' performance was judged against four domains: Pronunciation & delivery; Communication strategies; Vocabulary & language patterns; and Ideas & organization.

### **Group interaction**

One area which examiners commented on which it was felt affected performance was the candidates' use of notecards and more broadly how they had approached the use of the preparation time before entering the examination room. It was found that many candidates had made copious notes on their notecards, some having even written whole speeches. Others had dedicated their preparation time to copying out parts of the given text. Such tactics often had a negative effect on the performance of candidates as it led candidates to treat the group interaction as an opportunity to present a pre-prepared speech or series of speeches from their notecard rather than genuinely interacting with the other candidates. This often resulted in candidates who were apparently strong in Pronunciation & delivery and Vocabulary & language patterns scoring less well in Communication strategies, as the amount of actual interaction with other candidates was severely limited by such a strategy. Such



candidates also scored less in Ideas & organization.

Another area related to preparation time which examiners commented on was the use of the given text and candidates' ability to read and integrate the information from the text into the discussion. It was felt stronger candidates were able to identify relevant points and ideas from the text, interpret them and expand on them. Disappointingly, many candidates limited themselves to simply reading out loud what was written in the passage without identifying key ideas in accordance with the prompts given. Only the better candidates were able to genuinely add their own contribution to the discussion to provide an original and relevant contribution to the group interaction.

In contrast, weaker candidates very often did little in terms of genuine interaction with the others in their group. Instead, they satisfied themselves with some pre-planned formulaic phrases such as 'Okay, let's start the discussion' and 'the time is running out, that is the end of the discussion' to open and close a discussion respectively. It should be noted that some stronger candidates neither opened nor closed the discussion that were still awarded the top marks.

### **Individual Response**

Stronger candidates were able to develop their ideas in their responses quite systematically while weaker candidates' inability to produce even a limited piece of coherent spoken language was evident.

Some weaker candidates employed an apparently pre-planned strategy to ask for another question if they had somehow felt the initial question to be unsatisfactory in some way. Candidates should be discouraged from employing such a strategy as a means of gaining higher marks. It should also be noted that by the time the examiner has chosen and read out a second question the candidate is left with little time to demonstrate his/her best level of English. Overall, such a strategy proved to be detrimental to the candidates' performance rather than gaining an advantage.

### **General Recommendations**

- Reading widely and critically would help address a substantial number of the flaws or imperfections.
- Candidates should gain an understanding of the whole text before answering individual questions.
- Candidates should read the questions carefully as this will help them to address the questions fully; particularly those that comprise different components.
- When attempting Listening tests, candidates should spend the preparation time looking carefully at the task and trying to predict what the missing information might be. They should also familiarize themselves with the organization and arrangement of the headings or bullet points, etc. so that they have an idea of where to position relevant answers when the recording begins. While listening, candidates should think about their role and focus on the essential content indicated in the task instructions and layout.
- Candidates should analyse the task instructions to understand the purpose of the writing task and identify the target audience. After locating the information, based on their pre-writing analyses, candidates should decide whether very specific information needs to be included and whether some information needs to be synthesised. They should remember that simply lifting large parts of a source text verbatim only illustrates their lack of judgement in selecting relevant information to complete the task requirements.
- Candidates need to be committed to use the English language in the many subject areas and situations they have at school and outside the confines of the school. Oral practice can range from individual practice to cooperative sessions where interaction skills need to come into play.

**2012 年香港中學文憑考試**  
**通識教育科**  
**考生表現分析撮要**

2012 年通識教育科共有 71,406 名考生應考，當中 69,721 人為日校考生。於日校考生中，取得 5\*\*級的有 0.8%，考獲第 2 級或以上的則有 90.8%。

### 1. 考卷設計

部分		比重	時間
公開考試	卷一：資料回應題(共三題)	50%	2 小時
	卷二：延伸回應題 (三題選一題)	30%	1 小時 15 分鐘
校本評核		20%	/

### 2. 評卷方法

通識教育科試題採用雙閱卷員制閱卷，即每條題目由兩位閱卷員獨立評改，當兩位閱卷員的評核結果有較大差距時，會由第三位閱卷員評改，而每位閱卷員只負責評核一條題目。閱卷員不會視評卷參考為標準答案，只要言之成理，其他答案亦可給分。評卷時，閱卷員會採用正面評分的方法，就考生實質的答案給予分數，而非以固定/預設的答案作評分考慮。立場及觀點沒有對錯之分，考生可就議題持任何立場。閱卷員在評卷時不會考慮考生的觀點「是否正確」或與閱卷員的觀點「有多接近」，而只會考慮考生是否能充分論證其觀點。

### 3. 考生表現分析

#### 卷一 資料回應題

#### 考生整體表現

題號	整體表現
1	滿意
2	一般
3	較差

#### 第一題

題目內容是有關香港人口老化問題和立法規定青年人向父母提供財政支援的討論。題目以香港的人口統計數字資料，和有關討論建議立法規定青年人向他們的父母提供財政支援的文字資料來展示議題。題(a)要求考生按數字資料，描述有關香港人口統計資料的趨勢。題(b)要求考生根據數據資料展示的趨勢，指出及闡述香港人口老化情況及由此可能引致的社會問題。題(c)要求考生透過人口統計數字和文字資料，按香港現時的情況，討論他們在多大程度上同意立法規定青年人向其父母提供財政支援。

考生表現：

- (a) 考生大致能分別描述四組數據的趨勢。表現較佳的考生能就整體數據歸納，指出香港人口老化的整體現象。
- (b) 大多數考生能根據人口統計數字的趨勢指出一些社會問題，但部分考生未有充分說明問題，或未有集中討論人口老化造成的問題。
- (c) 大部分考生能提出清晰立場，惟部分考生未有討論立法要求青年人向其父母提供財政支援的建議，以致答案流於片面，欠缺對該建議的利弊兩方面的考慮。表現較佳的考生能從不同角度討論題目。

## 第二題

題目內容是有關由二手煙帶出的公共衛生風險和一些煙草管制政策成效的討論。題目運用了一幅父母吸煙，兒女帶上防毒面罩的漫畫和受煙草管制政策影響的世界人口百分比的圖表來呈現議題。題(a)要求考生閱讀漫畫，指出及解釋漫畫中有關二手煙造成的公共衛生風險。題(b)要求考生根據圖表資料，描述受煙草管制政策影響的世界人口百分比，以及指出在 2008 年和 2010 年之間百分比變化的特徵。最後，題(c)要求考生從資料 B 顯示的煙草管制政策中，選擇兩項他們認為在香港較能有效處理由二手煙帶出的公共衛生風險的政策。

考生表現：

- (a) 部分考生未能正確解讀漫畫，因此不能指出有關吸煙和吸二手煙的公共衛生風險，例如：不少考生提及空氣污染，惟過於概括，並偏離漫畫表達的主題。
- (b) 表現較佳的考生能全面描述圖中不同煙草管制政策的相對重要性和所佔百分比的相對變化。表現稍遜的考生則只能列出每項煙草管制政策的變化或所佔百分比。
- (c) 大多數考生只解釋所選擇的兩項政策如何有效，僅有少數能按香港的情況比較所選管制政策和其他政策的成效。

## 第三題

題目內容是有關香港人對香港政治組織在立法會表現的滿意程度，該些政治組織能否保障他們的利益，和政治組織與政府管治效能關係的討論。題目透過一幅圖和一個表，分別列出香港人認為立法會內哪一政治組織最能代表和保障他們的利益，和港人對政治組織在立法會表現的滿意程度。資料亦包括討論政治組織在社會和地區層面（例如公共衛生、交通）的角色和香港政治組織發展所面對的困難。題(a)要求考生須就整組數據作出歸納，並指出資料中數據的不同特徵。題(b)要求考生就香港人對政治組織的看法，指出一些可能成立的因素，解釋港人為何對政治組織有這些看法。最後，題(c)要求考生討論本港不同的政治組織在多大程度上能提升政府的管治效能。

考生表現：

- (a)不少考生未能透過數據全面闡釋香港人對本港政治組織的看法，他們未有注意到題目的焦點是指出對政治組織的「看法」，而非描述資料所示有關個別政治組織的數據。
- (b)部分考生未能充分運用資料 B 解釋香港人對本港政治組織的看法，因此考生只嘗試評論及解釋人們對每個政治組織的看法，卻未有闡述產生這些看法的因素。
- (c)不少考生對政治組織的角色和功能，以及香港政府的結構和組成認識不足，以致答案含糊不清和有欠深入。大多數考生未能按香港的情況，就「管治效能」和「有不同政治組織」兩者的關係作出論證。

## 卷二 延伸回應題

### 考生整體表現

題號	選題百分率	整體表現
1	15	較差
2	44	一般
3	41	滿意

### 第一題

題目內容是有關香港興建第三條跑道的議題，包括空中交通運輸發展的需要、興建跑道可能帶來的影響、香港市民在興建大型基建項目中的參與角色等的討論。題(a)要求考生討論在發展基本運輸設施時，應優先考慮整體社會利益還是個人利益。題(b)要求考生討論在規劃基本運輸設施項目的過程中，香港政府應讓其他持分者有多大程度的參與。

考生表現：

- (a) 不少考生未有嘗試比較整體社會利益和個人利益的相對重要性。同時，考生只討論興建新機場跑道而忽略基本運輸設施的整體發展。
- (b) 考生能指出基本運輸設施項目規劃過程所牽涉的若干不同持份者。表現較佳的考生能集中討論持份者應有的參與程度，並提出合理的論證。

### 第二題

題目內容是有關在全球化下，中國文化和其他文化可能受西方文化影響，和不同文化之間的互動，例如「西方文化強加於其他文化之上」，和資訊自由流動在商業全球化的過程中可能帶來無法預計的結果，也有人視這個過程為「文化融合」等的討論。題(a)要求考生討論全球化可能透過什麼方式影響內地的中國文化。題(b)要求考生討論全球化在哪程度上導致西方文化取代其他文化。

考生表現：

- (a) 部分考生未能正確解題，錯誤地把討論重點集中於全球化對中國文化不同方面的影響。
- (b) 部分答案流於片面，考生未能展示他們對相反論點的認識。部分考生在表明立場時僅以中國文化為例，忽略其他文化和世界不同地方的回應。

### 第三題

題目內容是有關可確定胎兒性別和是否患上嚴重遺傳病症的機會的基因檢測服務，從而探討與基因檢測服務所引起道德討論的議題。題(a)要求考生解釋可能導致部分內地孕婦或會濫用該基因檢測的原因。題(b)要求考生討論基因檢測結果的使用，在日後可能引致什麼社會和道德問題。

考生表現：

- (a) 大部分考生能從文化和政策角度提出一些部分內地孕婦使用該基因檢測的原因。表現較佳的考生能解釋該基因檢測的正常用途，以對照內地孕婦的濫用情況。
- (b) 部分考生未能區分社會和道德問題，以致答案含糊不清，未能展示他們對相關社會議題及道德價值觀的深入認識。

### 一般評論：

就相關知識而言，考生大致熟知課程的課題。他們熟悉不同議題，卻未能恰切掌握這些議題背後的價值觀和概念。不少考生在討論題目時未能指出及採用有關的價值觀和概念，因而答案欠缺深度。不少答案均流於片面。學生應以不同角度，拓寬分析範圍。

至於技巧方面，考生應採取全面角度解讀數據及資訊。不少考生未能概括數據反映的整體形勢或情況。相當多考生僅集中討論一組數據，未有比較和綜合各組數據，因而錯誤闡釋數據甚或整道題目的重心。卷一的 1(a)、2(b) 和 3(a)均出現這問題。

另一問題是答題時的主觀性。考生應在論證時考慮相反論點，作出判斷。卷二的題目要求考生作更為詳細的分析，惟相當多考生的答案流於片面，又或僅列出支持及相反論點而未有嘗試比較及評價不同論據。